

**Tribhuvan University**  
**Faculty of Humanities and Social Sciences**

**Course of Study**



**Master of Arts**

**In**

**Social Work (MSW)**  
**(Semester System)**

**PREPARED BY**  
**SOCIAL WORK SUBJECT COMMITTEE**  
**2013**

## Acknowledgements

Millions of Nepalese people have a very low social and economic status and they have to live a life without adequate food, shelter, health, and security. The existing socio-economic challenges of Nepal are poverty, crime, alcoholism, drug abuses, trafficking, violence, prevalence of sexually transmitted diseases and the country is facing them. Less attention is paid to these issues and challenges due to insufficient human resources. These problems are creating socio-psychological hazards in Nepalese society. Various research reports indicate that many people suffer from psycho-social problems which include depression, psychosis, bipolar disorders, epilepsy, personality disorders, developmental and behavioral disorders in children and adolescents, dementia, alcohol use disorders, drug use disorders, suicide-selfharm and other significant emotional reaction. The Government of Nepal is investing money and providing services to the affected people. Despite the allocation of economic resources, achievements are not satisfactory. One of the reasons for not getting anticipated results is the unavailability of adequate skilled human resources for providing quality services in these areas.

As social work education in Nepal is new, though an emerging discipline, the Faculty of Humanities and social Sciences has prepared a curriculum for Master's in Social Work (MSW) with specialization on Mental Health, Children, Youth and Families, and geriatric social work. The objective of this curriculum is to produce the professional social workers essential in various human service organizations. Social work practices consist the applications of professionalism on social work values, principles, and techniques to one or more of the following ends: helping people obtain tangible services; counseling and providing psychotherapy to individuals, families; improving social and health services and participating in legislative measures. The practices of social work depend on the knowledge of humanity and behavior of social, economic and cultural institutions.

In this connection, professional social workers contribute to social upliftment. They are significant to tackle the issues of individuals, families, groups and communities. They significantly contribute towards improving the psycho-social, economic, and social issues of vulnerable individuals and groups. This 65 credit hours course is spread over four semesters and designed for semester system.

Social work education and its skills highly demand practical methods. It is an effective discipline for providing services to individuals, groups and communities. Professional social workers can help clients to build their gradual capacities to overcome their constraints. They put their skills and knowledge in action to protect human rights, promote human dignity, maintain economic, social, political rights of marginalized and deprived groups. In urban and rural areas, social work methods can also be applied to help people who have psychological, economic and social barriers. Social workers help senior citizens, women, oppressed, disadvantaged groups providing them quality services. Social workers believe in human rights, freedom, equity and social justice, liberation, respect of culture, religion, privacy in information and potentiality of human capacity development. Social system is an interdependent phenomenon. Individuals should uphold their social responsibilities to promote social development and to change social psychological, spiritual and economic conditions of individuals along with community. The prime role of social worker is to bring positive social change. Therefore, a social worker needs to be critical, constructive, and positive having a sound academic and professional knowledge and skills.

The Faculty of Humanities and Social Sciences is grateful to the Members of Curriculum Development Committee Dr. Dilli Ram Adhikari, Dr. Sandhya Basnet, Mr. Madhusudan Subedi, Mr. Purusottam Pradhan for their constructive efforts to complete the curriculum within a short period of time. The faculty is especially grateful to subject expert Dr. Dilli Ram Adhikari who has given valuable inputs in the preparation and finalization of this course. The faculty also likes to thank Mr. Sandesh Dhakal for his valuable input in Psychology and Mental Health.

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Prof. Chintamani Pokharel, PhD.  
Chairman  
Social Work Subject Committee

**Tribhuvan University**  
**Faculty of Humanities and Social Sciences**  
**Master's of Social Work (MSW)**  
**Curriculum**

**Introduction**

Millions of peoples face social, economic and psychological problems in Nepal and lack opportunities to live a decent life. Various problems like oppression, discrimination and marginalization have been facing by many people. Government and non-government sectors as well as private sectors are putting their efforts to address the needs of the people, but they are insufficient. Professional human resources in various sector such as Health, education, social is lacking. Human service organizations are facing problems to address the needs of quality services to the client due to lacking professional social workers. Professional social workers have key role in strengthening social services in human service organizations and improve the social, economic, psychological and spiritual well-being of individuals, families, groups and communities.

The curriculum for Master's of Social Work (MSW) has been developed following international standards in a way to fulfill the needs of Nepali society. It comprises of foundation course in the first semester, which will follow a cohort student modular experience and advanced courses in the second, third and the fourth semesters. Students will have an opportunity to choose two elective subjects in relevant to their specialization in the second and the third semester.

As the social work is a dynamic discipline, the course proposes revision to be made within a short period of time (Three to Five years) to add new knowledge and skills gained through research. Maintaining the standards of the course to address the needs of the client for providing quality services, periodic revision of the course is essential.

The master of social work (MSW) is a **65 -credit-hour degree** program in combination of theoretical and practical skills and knowledge and it has been designed to meet the current needs of the communities. This course intends to develop professional social workers by offering a broad range of skills, knowledge and tools, that prepares the advanced level professional social workers. The course offers three areas of specialization, keeping pace with the demands of today's students.

The students can choose for the field work practicum or research as of their interest in mental health, children, youth and families, child juvenile delinquency, rehabilitation, social service organizations, elderly and community development, NGOs and INGOs. The field practicum provides opportunities to the students to practice their theoretical knowledge obtained in the classroom into the field and enhance practical skills and enrich their ability to deal with different social issues and problems.

***Objectives***

***The course mainly aims to:***

1. Incorporate knowledge, skills, and values necessary for advanced social work practice with individuals, families, groups and communities.
2. Develop an integrative, holistic approach to social work practice that permits versatility in the choice and application of intervention methods.

3. Develop the attitudes, and analytical skills necessary for self-critical, accountable and effective practice.
4. Acquire knowledge and skills that social workers use to facilitate social change by building on personal, interpersonal, community, organizational or societal strengths.
5. Recognize the significance of scientific inquiry in advancing professional knowledge and improving standards of practice.
6. Participate in the development of a profession that takes informed action in support of social welfare objectives in a democratic society.
7. Help students develop self-awareness, professional values and the skills required to engage in social work practice and apply social work professional values and ethics.
8. Allow students to observe and participate in the full range of functions, responsibilities, challenges and opportunities experienced by today's social workers.
9. Provide direct services to clients using different methods and modalities of intervention to assess, develop and evaluate services that address the needs of communities.
10. Understand and be able to critically appreciate relevant theories and knowledge of human behavior and development used to guide the practice.
11. Apply practice models and emerging evidence-based interventions that is inclusive of the experiences of individuals, groups, families, organizations, or communities.
12. Use monitoring and evaluation methods to develop, refine, and build on social work practice prevention and intervention knowledge at various system levels.
13. To examine how historical and social contexts influence policy and service delivery and articulate and apply this knowledge (e.g. culture, group memberships, environment, and social positions within society) in work in individual, interpersonal, group, organizational, or community dynamics.
14. Examine how dimensions of power, privilege, oppression, and difference may influence actions, perceptions, choices, and consequences across system levels.
15. Identify and work to change sources and mechanisms of injustice and promote visions of social justice within specific practice contexts (i.e., locally, nationally, regional and/or in global settings)
16. Enhance knowledge of students on making linkages between social development, human rights, social justice and the areas of specialization.
17. Make students innovative on programming, monitoring, evaluation, analysis of social policies and Law in the areas of specialization.
18. Create a strong research based knowledge; social determinants and interventions in the areas of specialization.

### ***Eligibility for admission of MSW***

Admissions to Master's in Social Work (MSW) is open to students from any disciplines who have completed a 3 years or 4 years Bachelor degree programme or its equivalent from recognized

universities. The students must have a minimum of second division in their Bachelor degree for the admission in the MSW course from any university recognized by Tribhuvan University.

### ***Admission procedures***

The candidate will be selected for admission on the basis of merit which will be decided as following:

- Performance in the written test

### **Entrance Examination**

Written examination of 2 hours will be given for admission in MSW program. The entrance examination consists of 100 marks objective questions. Each objective question will be of one mark. Students will be selected on the basis of merit within the limit of total enrollment provision of the University.

### ***Duration of the Course and Examinations***

Each core course will be evaluated against 100 marks. The marks are divided into 60:40 grading system. The student should appear in the term end examination given by the university for 60 Marks. The remaining 40 marks will be awarded on the basis of internal examination system which is based on continuous monitoring by the supervisor and teachers using specified tools. The 40 marks are further divided into internal examination as follows:

<b>Subjects</b>	<b>Marks</b>
Attendance	10
Interaction in Class and Participation	5
Assignment of Term Paper	10
Performance in the Mid-term Examination	15
<b>Total mark</b>	<b>40</b>

The students should have a minimum of 80 percent attendance to appear in the term end examination of the University. There will be internal examination which carries 40 marks that will be awarded by the evaluation of class teachers and field supervisors on the basis of continuous evaluation. The students who fail in the internal examination will not be allowed to appear in the term end examination conducted by the university.

To evaluate the understanding of the students on the subjects or problem they will be assigned term paper by the class teachers on the basis of course contents and its relevant issues and problems. The term paper should be original and in prescribed format. *If students are found copying without due references to the source, the term paper will be rejected.*

Field work practicum is essential in social work program. The students are expected to carry out field work practicum of **3 credit** hours (64 hours) in each semester. The students will be

evaluated on the basis of their attendance in the class, application of their theoretical knowledge and skills into field and reflection. The supervisors will closely supervise each students allotted to them and guide for field work practice, and provide guidance. The students will have to arrange expenses incurred during the field work practices; placement, research, block placement and social work camps on their own.

***Grading Point System (General Provisions)***

To receive credit for a course, a student must be regular and satisfactorily complete all assignments, securing a passing grade according to the marking system established by Tribhuvan University (TU).

All courses will be examined at the end of the semester in which they are taken; each course will be marked in percentage, out of 100, and translated into literal grades as indicated in the table below.

The pass mark in all courses will be 50 marks in each.

<b>Letter Grade</b>	<b>Marks in Percent</b>	<b>GP</b>	<b>Evaluation</b>	<b>Definition</b>
A	85-100	4.0	Outstanding	Exceptional performance and mastery of the subject
A-	75-84.9	3.7	Excellent	Superior understanding and in-depth knowledge of the subjects
B+	70-74.9	3.3	Very Good	Comprehensive understanding of the subject and advance knowledge of principles and practice in the discipline
B	65-69.9	3.0	Good	Adequate performance in achieving course objectives, with satisfactory knowledge of principles and practice in the discipline
B-	60-64.9	2.7	Satisfactory	Sufficient mastery of the subject
C	50-59.9	2.0	Pass	Some understanding of principles and practice but with definite deficiencies
F	below 50	00	Failure	Minimum objectives of course are not achieved

Other grades may be assigned as specified in the table below:

<b>Grade</b>	<b>Evaluation</b>
<b>IABS</b>	Incomplete
<b>FPA</b>	Failure/Withdrawal
<b>ABS</b>	Withdrawal
<b>SCRACH</b>	Academic Warning
<b>Make up</b>	Retake

The table below exemplifies the calculation for GPA and CGPA. All grades are on a 4.0 scale.

<b>Letter Grade</b>	<b>Marks in Percent</b>	<b>GPA Values</b>	<b>Evaluation</b>
A	85-100	4.0	Outstanding
A-	75-84.9	3.7	Excellent
B+	70-74.9	3.3	Very Good
B	65-69.9	3.0	Good
B-	60-64.9	2.7	Satisfactory
C	50-59.9	2.0	Pass
F	Below 50	00	Failure

Written assignments will be graded on the basis of their clarity, comprehensiveness, originality, appropriate use of reference materials and technical adequacy. Papers are expected to be of sufficient quality as to represent student's growing professionalism and competence. All written work, thesis and assignment, must be typewritten in APA format.

### ***Student's Evaluation System***

Semester Grade-Point Average and Cumulative Grade-Point Average represent numerically a student's quality of performance. These averages are used to determine if a student qualifies for certain academic actions.

### ***Grade Point Average (GPA)***

The Grade Point Average (GPA) is a mathematical calculation that indicates how well students are doing in their academic studies. A student's GPA is the weighted mean value of all grade points he/she has earned in the examination in each semester. Therefore, the GPA is the average of the grades for only one semester.



### ***Cumulative Grade Point Average (CGPA)***

A student's cumulative grade point average is a calculation of the average of all the grades a student has earned for all semesters attendance and courses completed up to a given academic term. The CGPA at the end of the Masters' Program is a calculation of the sum of CGPA of each academic year divided by 2, which is the number of years.

### ***Field Work Practicum***

Field work allows MSW students to expand their education beyond the classroom. Field work practicum helps students apply the knowledge learned in the classroom in real field settings, shape leadership skills, and create professional connections within specific areas of interest. The goal of field education is to integrate classroom learning with the development of competence in practice. Macro Practice students are placed in settings the provide them with experiences in social work administration, advocacy, community development, social planning, and policy analysis. The students will learn from **advisors and field supervisors**, as well as from the clients and communities they serve.

Field placements orient students to the profession and introduce them to social work values and ethics by offering opportunities to provide direct service to individuals, families, groups, organizations and communities. Students also learn core practical skills, including psychosocial, organizational assessment, and evaluation with an emphasis on helping clients of different ages, gender/family, sexual orientation, economic, racial and cultural backgrounds in different situations who need help in short-term/long-term, therapeutic, concrete or preventive assistance. Field education is the cornerstone of MSW program, where students convert the knowledge learned in the classroom into skills applied in the real social setting.

### ***First Year Students Field Placement***

Students spend two days a week (16 hours) in the field during I, II and III semesters placement. The student must completed minimum of 300 hours in the field in each semester. The students are placed in any human service organizations in the first year. The second semester students start their field work practice as per their specialization. Students' final year field placement will be based on their chosen field of practice.

## Field Work Evaluation

The field work evaluation of the students will be based in the following criteria:

NS	Competency or Evaluation Criteria	Grading Scale					
		1	2	3	4	5	NA
1	Understanding of Agency and Services	▪	▪	▪	▪	▪	▪
2	Professional Behavior	▪	▪	▪	▪	▪	▪
3	Level of Application of Knowledge and Skills	▪	▪	▪	▪	▪	▪
4	Social Work Ethics and Values	▪	▪	▪	▪	▪	▪
5	Leadership	▪	▪	▪	▪	▪	▪
6	Critical Thinking/Analysis, Planning and Interventions	▪	▪	▪	▪	▪	▪
7	Verbal and Written Communication	▪	▪	▪	▪	▪	▪
8	Use of supervisory Feedback	▪	▪	▪	▪	▪	▪
9	Understanding of Social Policy	▪	▪	▪	▪	▪	▪
10	Attendance in Field Placement	▪	▪	▪	▪	▪	▪

*(Note: There are 10 criterion × 5 Optimum score in each section=50×2 proxy for converting 100=total obtained marks)*

Unacceptable progress	Insufficient progress	Emerging competence	Competent	Advanced Competence	Not Applicable
1	2	3	4	5	NA

There are total ten major criteria under which sub-criterion need to be developed for evaluation of students' field work performance. The calculation of number obtained in each criterion should be multiplied by 2 and thus the sum total will be evaluated in 100 marks. This will be further converted into grading system. For grading refer to the page number 7 *Grading Point System*.

### Field Practicum of Specialization

The field placement help students develop advanced social work skills and knowledge within a designated area of practice. Students are required to select an area of field work practice in one of the following human service organizations.

**Mental Health Specialization:** Health setting, Community mental health setting, Organization which are implementing community health program, Correctional setting, Court.

**Children, Youth and Families Specialization:** Child setting, Day care center, Children with disabilities Setting, School, College, Family service agencies, Municipality, Youth Organizations, Rehabilitation centers.

**Geriatric Social Work Specialization:** Old age home, Hospital, Day care center, Municipality, DDC/VDC, Development projects.

***Block Placement***

At the end of the third semester after the completion of final examination, students are placed for 2 months block placement. It is compulsory to do the block placement in human service organizations. The students are supervised by the block placement supervisor and agency. The students are placed in specialized mental health setting, hospitals, counseling centers, rehabilitation center, old age home, and community mental health program for 2 months.

The student should work as a part of the organization where they are placed and take part in all the activities of the organization and undertake the assignments given to him or her. After completion of two months placement the students submit an activity certificate, and daily reports assessed and certified by the department that the student has successfully completed the term placement and the credits are awarded. If the students have not completed the placement satisfactorily, they will have to re-do placement. If the students fail to accomplish their assignment they have to repeat the block field placement term. Students must submit block field work report to the supervisor verified and recommended by the agency where they are placed for their performance. This programme is designed to give opportunities to the students for practicing their learning in the class about social work theories into practice and enrich their knowledge, skills and understanding.

***Block Placement Evaluation***

Evaluation of student's Block Placement performance will be as follows:

SN	Competency or Evaluation Criteria	Grading Scale					
		1	2	3	4	5	NA
1	Understanding of Social Work Setting	▪	▪	▪	▪	▪	▪
2	Professional Competencies/ethics	▪	▪	▪	▪	▪	▪
3	Leadership	▪	▪	▪	▪	▪	▪
4	Critical Thinking/Analysis, planning and interventions	▪	▪	▪	▪	▪	▪
5	Verbal and Written Communication	▪	▪	▪	▪	▪	▪

*(Note: There are 5 criterion × 5 Optimum score in each section=50×4 proxy for converting 100=total obtained marks)*

Unacceptable progress	Insufficient progress	Emerging competence	Competent	Advanced Competence	Not Applicable
1	2	3	4	5	NA

There are total five major criteria under which sub-criterion need to be developed for evaluation of students' field work performance. Calculation of number obtained in each criterion should be multiplied by 4 and thus the summation of total will be evaluated in 100 marks which will be further converted into grading system. ***For grading refer to the page number 7 Grading Point System.***

### ***Seminar on Social Work***

Students can organize series of seminars dealing with trends in social work and social welfare, with focus on current social problems social issues affecting individuals, groups, family and communities and new patterns of intervention based on recent demonstrations and research. The students should also chose the topic for seminar about the current social problems, social issues, social policy, human rights, social welfare service and poverty, ethnic and minority issues, gender, disability, current social development mental health community mental health, economic development issues of their interest or any innovative issues relevant to social work and social development.

### ***Social Work Research***

This course will introduce students to qualitative and quantitative research methods, including an overview of philosophical issues, study design, sampling methods, using and creating standardized measures, questionnaire design, proposal writing, ethics review, secondary data analysis, qualitative and qualitative data analysis, measurements. The course will also link current trends in evidence-based practice in social work research. Social work research has crucial values for social workers to develop, test, and refine professional knowledge, and skills to enhance human well-being, alleviate poverty, reduce oppression and encourage promotion of social and economic justice.

### **List of Course**

<b>Paper</b>	<b>Course Code No.</b>	<b>Title of Course</b>	<b>Credit Hours</b>	<b>Remarks</b>
		<b>FIRST SEMESTER</b>		
1	SW 501	History and Philosophy of Social Work	3	Core
2	SW 502	Social Work with Individuals (Case Work)	3	Core
3	SW 503	Social Work with Families and Groups (Group Work)	3	Core
4	SW 504	Social Work with Community	3	Core
5	SW 505	Human Psychology for Social Work	3	Core
	SW 506	Field Work Practicum and Learning Lab	3	Core
		<b>Total</b>	<b>18</b>	

Paper	Course Code No.	Title of Course	Credit Hours	Remarks
		<b>SECOND SEMESTER</b>		
6	SW 511	Social Psychology	3	Core
7	SW 512	Social Action and Social Movement	3	Core
8	SW 513	Social Welfare Administration	3	Core
9	SW 514-A	Social Work Practice for Peace Building and Conflict Management	3	<b><u>Elective</u></b> (Select one as per specialization group)
	SW 514-B	Nepali Society, Culture and Eastern Philosophy (Spirituality)		
	SW 514-C	Management of Social organizations		
	SW 515	Field Work Practicum & Learning Lab Rural Camp and Urban Camp	3	Core
		<b>Total</b>	<b>15</b>	

Paper	Course Code No.	Title of Course	Credit Hours	Remarks
		<b>THIRD SEMESTER</b>		
10	SW 521-A	Foundation of Mental Health	3	<b><u>Specialization</u></b> (Select one as per Specialization group)
	SW 521-B	Theories and Issues in Aging		
	SW 521-C	Theoretical and Empirical Basis for Practice with Children, Youth and Families		
11	SW 522-A	Assessment and Psycho-diagnosis in Social Work Practice	3	<b><u>Specialization</u></b> (Select one as per Specialization group)
	SW 522-B	Bio-psychosocial Assessment and Interventions		
	SW 522-C	Social Policy and Services for Children, Youth and Families		
12	SW 523-A	Social Work Practice in Disaster Management and Resettlement	3	<b><u>Elective</u></b> (Select one as per specialization group)
	SW 523-B	Urban and Rural Community Development		
	SW 523-C	Social Legislation, Policy and Human Rights		
13	SW 524	Social Work Research Methods	5	Core
	SW 525	Field Work/Learning Lab and Block Placement	3	Core
		<b>Total</b>	<b>17</b>	

Paper	Course Code No.	Title of Course	Credit Hours	Remarks
		<b>FOURTH SEMESTER</b>		
14	SW 531-A	Psychosocial Interventions and Referral	3	<b><u>Specialization</u></b> (Select one as per Specialization group)
	SW 531-B	Geriatric Social Work		
	SW 531-C	Social Work Practice with Early Childhood		
15	SW 531-A	Community Mental Health	3	<b><u>Specialization</u></b> (Select one as per Specialization group)
	SW 532-B	Social Policies and Services for Aging Society		
	SW 532-C	Social Work Practice with Late Childhood		
16	SW 533-A	Policy, Legislation and Human Rights in Mental Health	3	<b><u>Specialization</u></b> (Select one as per Specialization group)
	SW 533-B	Development of Programmes and Services for Aging Society		
	SW 533-C	Social Work Practices with Adolescent		
17	SW 534	Research Thesis	6	Core
		Total	<b>15</b>	
		Total CH	<b>65</b>	

#### ***A. Mental Health Specialization***

- SW 521 : Foundation of Mental Health
- SW 522 : Assessment and Psycho-diagnosis in Social Work Practice
- SW 531 : Psychosocial Interventions and Referral
- SW 532 : Community Mental Health
- SW 533 : Policy, Legislation and Human Rights in Mental Health

#### **Elective Courses**

*Students of Mental Health specialization have to complete the two elective courses relevant to their specialization group as following:*

- SW 514A: Social Work Practice for Peace Building and Conflict Management
- SW 523A: Social Work Practice in Disaster Management and Resettlement

#### ***B. Geriatric Social Work Specialization***

- SW 521 : Theories and Issues in Aging
- SW 522 : Bio-psychosocial Assessment and Interventions
- SW 531 : Geriatric Social Work (bio-psycho-social issues)
- SW 532 : Social Policies, and Services for Aging Society
- SW 533 : Development of Programmes and Services for Aging Society

### **Elective Courses**

*Students of Geriatric specialization have to complete the two elective courses relevant to their specialization group as following:*

- SW 514B : Nepali Society, Culture and Eastern Philosophy (Spiritually)
- SW 523B : Urban and Rural Community Development

### **C. Children, Youth Families Specialization**

- SW 521 : Theoretical and empirical basis for practice with children, Youth and families
- SW 522 : Social Policy and Services for children, Youth and Families
- SW 531 : Social Work Practice with Early Childhood (Birth though Age 5)
- SW 532 : Social Work Practice with Late Childhood (6 to 12 Years)
- SW 533 : Social Work Practice with Adolescent (13 to 18 Years)

### **Elective Courses**

*Students of Children, Youth and Families specialization have to complete the two elective courses relevant to their specialization group as following:*

- SW 514C : Management of Social Organizations
- SW 523C : Social Legislation, Policy and Human Rights

## FIRST SEMESTER

<b>Paper</b>	<b>Course Code No.</b>	<b>Title of Course</b>	<b>Credit hours</b>	<b>Remarks</b>
1	SW 501	History and Philosophy of Social Work	3	Core
2	SW 502	Social Work with Individuals (Case Work)	3	Core
3	SW 503	Social Work with Families and Groups (Group work)	3	Core
4	SW 504	Social Work with Community	3	Core
5	SW 505	Human Psychology for Social Work	3	Core
	SW 506	Field Work Practicum and Learning Lab	3	Core
		<b>Total</b>	<b>18</b>	



## History and Philosophy of Social Work

SW 501

Paper: I

CH: 3

LH: 48

### *Course Description*

The course is designed to enhance knowledge of the students on general social work practice, origin, and concept and philosophy, theories, ideology of social work, ethics and values, traditional form of social work practice, origin and development in west and east and Cross-Cultural Social Work Practice.

The students learn general principles of social work enabling them to utilize the problems solving process to intervene with various systems including individuals, families, groups, organizations, and communities. This course emphasizes to create understanding of students about the importance of social work practice at micro, mezzo and macro levels practice. The students increase understanding about the use of methods, techniques in social work from other disciplines.

### *Course Objectives*

1. To enhance student understanding about the concept, history, philosophy and ideology of social work.
2. To develop knowledge about origin and growth of social work in USA, UK and India and Nepal.
3. To increase knowledge and skills of student about different form of social work practice in different context at micro, mezzo and macro level.
4. To increase knowledge and understanding of social structure, concept and process of social change, scope of social change, relationship of social work with social change, factors and pattern of social change in Nepali society.
5. To acquaint with the social work values, ethnics, principles and approaches.
6. To get oriented to social reform movements in Nepal.
7. To get equipped with the practice skills in different social work related settings.

### *Course Contents*

#### **Unit I: Integrated Aspect of Social Work**

**(9 LH)**

Concept, philosophy and ideology of social work, ethic and values of social work, origin and growth of social work practice in UK, USA, India and Nepal. Social work values and ethics; social work as a profession, principles of social work; new approaches to social work -developmental and radical.

#### **Unit II: Professionalization of Social Work**

**(10 LH)**

Methods of social work for working with individual, groups, communities. Traditional form of helping individual, group, families, communities, voluntary work, social support, education, kinship, and religious institutions.

Concepts of social welfare and social services; scientific basis for social work, growth of professional social work in India; current social work practice in Nepal – content and dimensions interface between professional and voluntary social work.

**Unit III: Social Work and Other Disciplines (5 LH)**

Relationships of social work with other disciplines sociology, psychology, anthropology, political science, economics, Human rights and Philosophy. Methods and techniques used in social work from other disciplines.

**Unit IV: Scope of Social Work (11 LH)**

Nature, concept, goals and scope of social work in public assistance, social security, social insurance, family service, community service, community health, welfare service, correction home, elderly, disaster rescues, child welfare, juvenile justice, policy advocacy, human rights, conflict. Field work placement and practicum; supervision and evaluation; relationship of the students with Department and Placement Agency, Recording: purpose, types and uses of recording. Types of field work.

**Unit V: Social Policy and Social Work (7 LH)**

Social work and social welfare, social security, Scope of social security and planning, social work in different settings, social reform, social welfare planning, social change, social development and social problems.

**Unit VI: Social Work and Social Change (6 LH)**

Theories of social change, nature of social change, process of social change, factors of social change, direction of social change, cause of social change, structure of Nepali society, pattern of social change and its impacts in the Nepali society. Social problems in Nepali society, Practice of social work in various fields to solve problems.

**Prescribed Text**

Adhikari, D.R. (2001). *An Introduction to Social Work*. Kathmandu: Dilli Ram Adhikari (pp. 146-196)

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Billey R. and Brake M., (1975). *Radical Social Work*. London: Edward Arnold.

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Dolgoft, R. (2005). *An Introduction to supervisory practice in Human Services*. New York: Allyn & Bacon.

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- Friedlander, W.A. (1964). *Introduction to Social Welfare*. New Delhi: Prentice Hall of India.
- Government of India (Publication Division) (1987). *Encyclopedia of Social Work*, Vol. I, II, III and IV. New Delhi: Author.
- Simon Ronald L. & Stephen M. Aigner (1985). *Practice, Principles: A Problems Solving Approach to Social Work*. New York: Macmillan. (latest edition).
- Specht, H. & Vickery, A. (1978). *Integrating Social Work Methods: National Institute of Social Service Library*. London: George Allen and Unwin.
- Specht, Harry. (1988). *New Direction for Social Work Practice*. (Chapt 2, pp.23-58), New Jersey: Prentice Hall Inc.

### **Recommended Readings**

- Banks, S. (1995). *Ethics and Values in Social Work: Practical Social Work Series*. London: Macmillan Press Ltd.
- Feibleman, J.K. (1986). *Understanding Philosophy- A Popular History of Ideas*. New York: Souvenir Press.
- Madan, G.R. (1973). *Indian Social Problems*. Vol. I & II. New Delhi: Allied Publications.
- Milly, K.K., O.Melia, M. & Dubois, B. (2007). *Generalist Social Work Practice: An empowering approach*. New York: Pearson, Allyn & Bacon.
- Nair, T. Krishnan (1981). *Social Work Education and Social Work Practice in India*, Madras: Association of School of Social Work in India.
- Payne, M. (1997). *Modern Social Work Theory*. London: Macmillan Press Ltd.
- Rameshwari Devi & Ravi Prakash. (2000). *Social Work Practice*. Jaipur: Mangal Deep Publications.
- Reamer, F.G. (1995). *Social Work Values and Ethics*. New York: Columbia University Press.
- Roy, B. & Lee, Phil. (1982). *Theory and Practice in Social Work*. London: Oxford Pub. Ltd.
- Sheldon, B. & Macdonald, G. (2010). *A Textbook of Social Work*. London: Routledge.
- Singh, R.R. (1985). *Field Work in Social Work Education: A Perspective for Human Service Profession*. New Delhi: Concept Publishing Company.
- Wadia, A.R. (1968). *History and Philosophy of Social Work in India*. Bombay: Allied Publishers Pvt. Ltd.
- Sroup, H./H. (2012). *Social Work: An Introduction to the Field, 2<sup>nd</sup> edn*. New Delhi: Janjeet Publications.

## **Social Work with Individual (Case Work)**

**SW 502**

**Paper: 2**  
**CH: 3**  
**LH: 48**

### ***Course Description***

The course aims to enhance understanding of students on how to apply selected theoretical frameworks to engagement, assessment and interventions in practice with individuals in an ecological context from the perspectives of problem definition, intervention strategies, which encourages students to develop the details of his or her own approach to practice which incorporates professional values and focus, ethics, theories, intervention strategies, evaluation approaches by application of theoretical learning

### ***Course Objective***

1. To enhance psychosocial analytical and practical skills and knowledge of students to understand case work process, methods and techniques.
2. To enhance skills and knowledge of students on clients empowering approach, methods and interview techniques, planning, strategic interventions and practice.

### **Unit I: Nature of Social Casework (7 LH)**

Nature of social case work, objectives, **basic theories**, Values, principal, development trend of case work practice, concept and process of social case work, and basic knowledge in social case work Practice.

### **Unit II: Approach of Social Casework (15 LH)**

School of thoughts: Diagnostic school, Functional School. Approaches of social case work: Behavior modification approach, crisis intervention approach; psycho-social approach, functional approach, ego-centered approach, and cognitive approach. The task centre approach, social psychological approach, counseling, integrated model approach, system approach and integrated approach. Problems solving methods and techniques.

### **Unit III: Recent Development Trend in Social Case Work (6 LH)**

Knowledge, skills and values needs for social case work, crisis intervention, and problems diagnosis, psychotherapy, and recording, and evaluation, use of psychological test.

### **Unit IV: Interview Techniques in Social Case Work (8 LH)**

Interviewing: concept, purpose, skills in interviewing: listening, observation, giving feedback; multiple interviewing, home visits, collateral contacts.

Recording: principles and types, structure and content, narrative, condensed analytical, process, summary. Use of Geno-gram and eco-map.

## **Unit V: Techniques ion Social Case Work**

**(12 LH)**

Techniques in casework: Supportive techniques: acceptance, assurance, ventilation, emotional support, ego support, action oriented support and advocacy.

Enhancing resources techniques; procuring material help, environment modification and enhancing information.

Counseling techniques: Reflective discussion, advise, motivation, clarification, modeling, role-playing, reality orientation, partialization, confrontation, and reaching out.

### **Prescribed Texts**

Bellack, A.S. & M. Harsen.(Ed.). (1998)./ *Behavioral Assessment: A practical Handbook 4<sup>th</sup> eds.* Boston: Ally & Bacon.

Connolly, M. & Harms, L. (Ed.). (2009). *Social Work: Context and Practice, 2<sup>nd</sup> editions.* Hong Kong: Sheck Wah Tong Printing Press Ltd.

Cournoyer, B.(Ed.). (2000). *The Social Work Skills Work Book, 3<sup>rd</sup> editions.* United States: Wads Worth Publishing Comp.

Hamilton, G. (1970). *Theory and Practice of Social Case Work.* New York & London: Columbia University Press.

Payne, M.(Ed.). (1997). *Modern Social Work Theory, 2<sup>nd</sup> edition.* Hampshire: MacMillan Press Ltd.

Perlman, H.H. (1959). *Social Case Work: A Problem Solving Process.* Chicago: University of Chicago Press.

Richmond, M. (1922). *What Is Social Case Work: An Introductory Description.* New York: Russell Age Foundation.

Roberts, R.W. & Robert, N.H. (1970). *Theories of Social Case Work.* Chicago: The University of Chicago Press.

Turner, F.J.(Ed.). *Social Work Treatment Inter-looking: Theoretical Approaches.* New York: The Free Press.

### **Recommended Readings**

Biestek, F. (1968). *The Casework Relationship.* London: Unwin University Book.

Bogo, M. (2007). *Social Work Practice: Concept, Processes & Interviewing.* Jaipur: Rawat Publication.

Grace, M. (1992). *An Introduction to Social Case Work.* Bombay: Tata Institute of Social Sciences.

Nelson, J. & Richard. (1984). *Practical Counseling and Helping Skills.* London: Harper and Row.

Orme, J.& Coulshed. V.(Ed.). (1998). *Social Work Practice: An Introduction, 3rd editioin.* New York: Palgrave Publication.

Reamer, F.G. (Ed.). (2005). *Social Work Values and Ethics, 2<sup>nd</sup> edition.* New Delhi: Rawat Publication.

Richmond, M.(1970). *Social Diagnosis.* New York: Free Press.

Segal, E.A., Gerdes, K.E. & Steiner, S. (2004). *Social Work: In Introduction to the Profession United States: Thomsom Learning Inc.*

## **Social Work with Families and Groups (Group Work)**

**SW 503**

**Paper: 3**  
**CH: 3**  
**LH: 48**

### ***Course Description***

This course aims at developing knowledge and skills of students on social group work process, methods, interventions skills, and group mobilization. The overall objectives of the course are to help students develop an appreciation for the distinguishing features of group work and to provide them with the knowledge, skills and values essential to direct practice with groups, family and other variety of settings to achieve social justice.

### ***Course Objective***

1. To enhance knowledge and skills of students on group work methods, techniques, tools needed to practice with groups, families, organizations and communities.
2. To enhance understanding of students in social group work theories, principles, approach, communication skills, and group dynamics.
3. To enhance the ability of students to apply the knowledge and skills learned in the classroom for direct social work practice and act according to social work ethics and values in organizational setting.

### **Unit I: Group Process and Dynamics**

**(10 LH)**

Concept and theories of group work, group process, methods, principles, techniques and skills needed for social group work. History of group development in Nepal, Group formation process, types of group traditional and modern, purpose of group, group's norms, group's functioning, characteristics and group model and role of group members.

### **Unit II: Leadership and Group Behavior**

**(16 LH)**

Concept of leadership in the group, types of leadership, stages of group development, decision making in groups, participation of gender in group, Group Dynamics, supervision of group, and mobilization of group, counseling of groups, recording in groups, skills needed for social group workers.

Leadership theories, quality of leadership, importance of leadership, and situation determinate of leadership development, decision making, team work, group effectiveness, communication, relationships. Conflict in groups, handling conflict in group, conflict resolution, use of sociometry and sociogram in assessing groups; and group therapy. Knowledge and Skills for the Group Worker: facilitation, programme planning, recording and documentation.

### **Unit III: Therapeutic Group Work**

**(12 LH)**

Concept and principles therapy in groups, process in group work, contemporary theories and methods of group work practice in social work evaluation and assessment of group functioning.

#### **Unit IV: Social Group Work Practice in Different Settings**

(10 LH)

Social Group Work in Different Settings: Concept and dynamics of Self Help Groups, women group, cooperative group, correctional setting, group work communities, group work in institutional settings like educational institutions, hospitals, and youth development settings, child settings, family service agencies, municipality, DDC/VDC, social welfare organizations, labor organizations, NGOs and community.

#### **Prescribed Text**

- Balgopal, P.R. & Vassil, T.V. (1983). *Groups in Social Work: An Ecological Perspective*. New York: MacMillan.
- Douglas, T. (1972). *Group Processes in Social Work: A Theoretical Synthesis*. Chichester: Johan Willey & Sons.
- Gravin, C.D. and Lorriaie M.G. (Ed.) (2007). *A Hand Book of Social Work with Groups*. Jaipur: Rawat Publication.
- Lindsay, A.W. (1952). *Group Work Recording: Principles and Practices*. New York: Women Press.
- Phillips, H. (1962). *Essentials of Social Group Work Skills*. New York: Associate Press.
- Toseland, R. & Rivas, R. (2003). *An introduction to group work practice*. Boston: Allyn & Bacon.
- Trecker, H.B. (1972). *Social Group Work: Principles and Practices*. New York: Associates Press.
- Wilson, G. & Ryland, G. (1949). *Social Group Work Practice*. Cambridge: Houghton Mifflin Company.

#### **Recommended Readings**

- Barhard, (1975). *The Use of Groups in Social Work Practice*. United States: Routledge & Kegan Paul Ltd.
- Rossi, T.B. (1993). *The tasks and skills of the social worker across stages of group development*. New York: Haworth Press.
- Borkman, T.J. (1999). *Understanding self-help/mutual aid: Experiential learning in the commons*. New Brunswick, NJ: Rutgers University Press.
- Brown, A. (1994). *Group Work Hampshire*: Ashgate.
- Corey, M. & Corey, G. (Ed.). (1987). *Groups: Process and Practice, 3rd edition*. California: Brooks/Cole.
- Coyle, G.L. (1947). *Group Experience and Democratic Values*. New York: The Women's Press.
- Douglas, T. (1978). *Basic Group Work*. London: Tavistock Publication.
- Geoffrey, L.G. & Ephross, P.H. (1997). *Group Work with Population at Risk*. New York: Oxford University Press.
- Konopka, G. (Ed.). (1972). *Social Group Work: A Helping Process, 2nd edition*. New Jersey: Prentice Hall Inc.
- Northern, H.R. (1976). *Theory of Social Work with Groups*. New York: Columbia University Press.
- Pallassana, R.B. & Vassil, T.V. (1983). *Groups in Social Work: An Ecological Perspective*. New York: Macmillan Publishing Co. Inc.
- Reid E.K. (1996). *Social Work Practice with Groups: A Clinical Perspective*. United States: Brook/Cole Publishing Company.
- Toseland, R.W. & Rivas, R. (1984). *An Introduction to Group Work Practice*. New York: MacMillan.

## Social Work with Community

SW 504

Paper: 4  
CH: 3  
LH: 48

### *Description of Course*

This course is designed to enhance understanding of students about community organization process, methods, techniques, and principles. The course also focuses on enhancing understanding of the students, increase knowledge and skills on community mobilization in community resource mobilization and planning.

### *Course objective*

1. To enhanced knowledge and skills of students needed for working with organizations, understand models, approaches, and dynamics of community.
2. To enhance understanding and critical thinking of students on concept and theories of community organizations, organizational behavior, organizational process, methods, techniques of community organization in social work practice.
3. To study and understand the fundamental concepts and components of community and community organization.
4. To study and enlist community development and squatter/Shukumbasi resettlement programs, policy and practices, and contribute for the peoples' understanding.
5. To acquire skills and promote strategies for community participation.
6. To practice social work knowledge, skills, techniques and interventions.

### *Course Contents*

#### **Unit I: Introduction of Community organization**

(12 LH)

Concept, theories, principles, philosophy, values, techniques, aims, objectives and scope of community organization, basic element of community organization and current issue in practice of community organization in social work.

Community: Concept, Definition, meaning, components, characteristics; major forms of community— Janajaties, marginalized, disadvantaged groups, rural, urban communities- their features and differences; urban slum community — characteristics, problems, and programmes.

Knowledge, skills, approach and ethics in community organization practice at macro level, social action, and advocacy practice for social justice.

#### **Unit II: Historical Development and Model of Community Organization**

(10 LH)

Model of strategy of community Organization: Local development model, Social planning model, Participatory model, Social Action Model. Process of Community organization.

History and nature of community organizations in Nepal, types of community and organizations, community resource mobilizations.

Approaches of community Development: Integrated Community development, Participatory development, Right based Approaches, participatory planning process, monitoring and evaluation and Community Problems solving process (Problems analysis, theories of problems, implementation of action and evaluation, role of social workers and warren Five Stage Model, Robert Perltham and Arnold Gurain of Problem solving Model).



### **Unit III: Practice of Community Organization**

**(10 LH)**

Community organization as shared institutions, social systems, steps of community organization, role and functions of community organizer and role of NGO in organizing community.

People's participation: concept, approaches, obstacles;

Radical Community organization: resource mobilization; micro level planning, Community empowerment and role of social workers.

Community Development: Concept, definition, objectives, historical trends; forms of community development- Janajaty/marginalized/disadvantaged groups in rural and urban areas;

Extension: concept, definition, principles; leadership- concept, types, role of community leadership in community organization.

### **Unit IV: Concept of Power**

**(8 LH)**

**Power:** Concept of power, dimension of power, relevance to community organization.

Empowerment: Concept of Empowerment, barrier to empowerment, process of empowerment and cycle of empowerment, empowerment of gender, marginalized groups, disadvantaged groups, CBOs and gender sensitive community organizations.

### **Unit V: Social Conflict and Social Change**

**(8 LH)**

Participatory Planning; Concept, Process and Steps, Project management, implementation, supervision, monitoring, evaluation. Role of social workers in community mobilization.

**Facilitation:** Skills, techniques for effective working relation with community, communication skills, groups for problems solving.

Conflict: Concept of conflict in groups, community, nature and causes of conflict, types of conflict, strategy for conflict resolution and skills of social workers in conflict resolution.

### **Prescribed Text**

Adhikari, D.R. (2001). *An Introduction to Social Work*. Kathmandu: Author.

Bateman, N. (1995). *Advocacy Skills: A Hand Book for Human Service Professionals*. Brookfield, VT: Ashgate Publishing.

Cox, F. (1987). *Community organization*. Michigan: F.E. Peacock Publishers.

Hoefler, R. (2006). *Advocacy Practice for Social Justice*. Chicago: Lyceum Books.

Korten, D. C. (1980). *Community Organization and Rural Development: A Learning process Approach, Public Administration Review*. Vol. 40 No. 5 (Sep-Oct, 1980), pp. 480-511. London: Oxford University Press.

Kumar, S. (2002). *Methods for Community participation: A complete guide for practitioners*. New Delhi: Sage Publication.

Lee, J. (2001). *The Empowerment Approach to Social Work Practice: Building the beloved Community*. New York: Columbia University Press.

Ross, M. & (1967). *Community Organization, Theory, Principles and Practice* Row.

Vettivel, S. (1992). *Community Participation, Empowering: Role of NGOs*. New Delhi: Vetri Publishers.

### **Recommended Readings**

- Agar, M. (1981), *New perspectives on Community Development*. United Kingdom: McGraw-Hill Book Comp.
- Arthur, D. (1962). *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.
- Dhama, O.P. & Bhatnagar, O.P. (1994). *Education and Communication for Development*. New Delhi: Oxford & IBG Pub. Co. Pvt. Ltd.
- Dunham, A. (1962). *Community Welfare Organization: Principles and Practice*. New York: Thomas Crowell.
- Friedlander, W.A. (1978). *Concepts and Methods in Social Work*. New Delhi: Prentice Hall International Inc.
- Hardina, D. (2000). *Analytical Skills for Community Organization Practice*. New Jersey: Prentice Hall.
- Ledwith, Margaret (2005). *Community Development: A Critical Approach*. Policy Press.
- Rivera & Erlich (1995). *Community Organizing in a Diverse Society*. Allyn and Bacon.
- Rothman, Jack, Erlich John & Tropman John (1987). *Strategies for Community Organization*. Michigan: Peacock Publishers.
- Subedi, N. R. & Adhikari, D. R. (2006). *Rural Development in Nepal: Prospects and Challenges*. Kathmandu: Centre for Good Governance and Development.
- Warren, R.L. (1965). *Studying Your Community*. New York: Free Press.

# Human Psychology for Social Work

SW 505

Paper: 5  
CH: 3  
LH: 48

## *Course description*

Human behavior in the Social Environment is centered in the bio-psycho-social perspective, which stresses a multi-dimensional view of human development and behavior. This multi-dimensional view of person in the context of the environment takes into consideration the challenges; stressors and life tasks that occur throughout the life cycle. The individual in his/her environment is seen as a unit where component elements can only be understood in their relationship to each other. The course stresses the centrality of heredity, culture, race, ethnicity, gender and the socioeconomic environment.

The course is aimed at providing a comprehensive knowledge of different dimensions of individual behavior along with universal pattern of human development.

## *Course Objectives*

1. Understand the basic concepts and processes of psychology.
2. Development understanding of the normal developmental stages throughout the life span.
3. Develop critical understanding human variance including Personality and Intelligence and various factors affecting personality and Intelligence.
4. Acquire knowledge for applying concepts of psychology in social work.

## *Course Contents*

### **Unit I: Psychology as a Science of behavior and mental process. (2 LH)**

- Nature
- Goal
- Field
- Current trends of Psychology

### **Unit II: Basis of Human Behavior (12 LH)**

- **Biological: Role** of nervous system and glandular system
- **Social:** Family, neighborhood, school, work place,
- **Cultural:** Caste/ethnicity, religious groups, ritual, and custom
- **Environmental:** Geography, weather, pattern of residence, food.

### **Unit III: Basic Psychological Processes (14 LH)**

- **Sensation and Perception:** Process of sensation and perception, types of sensation, determinants of perception.
- **Motivation and Emotion:** Nature, types and theories of motivation and emotion.
- **Learning:** Nature and characteristics, theories of learning (classical conditioning, operant conditioning, social learning and Gestalt learning)
- **Memory:** Nature, process, types and stages of memory, Remembering and forgetting, causes of forgetting.

- **Personality:** Concept, determinants of personality (biological, environment and situational) types and trait theories of personality, measurement of personality.
- **Intelligence:** Concept, nature and individual differences in intelligence, theories of intelligence, measurement of intelligence.

**Unit IV: Nature, Nurture and Human Diversity (6 LH)**

- **Behavior Genetics:** Predicting individual differences, temperament and heredity
- **Gene-environment interaction**
- **Understanding human and through evolutionary psychology**
- Family and peer influence, cultural influence, variation across cultures,
- Culture and child rearing

**Unit V: Growth and Development (6 LH)**

- Meaning and Principles of growth and development
- Difference between maturity and development
- Developmental stages
  - Prenatal Period
  - Perinatal period
  - Postnatal period

**Unit VI: Theories of Human Development (6 LH)**

- **Psychosocial Theory: Eric Erikson**
- **Cognitive Development: Jean Piaget theory**
- **Socio-Cultural Contextual: Vygotsky**

**Unit VII: Case Study and Class Presentation (2 LH)**

**Prescribed Text**

Aronson, E., Wilson, T.D. & Akert, R.M. (ed.). (2007). *Social Psychology, 6th edition*. New Jersey: Prentice Hall.

Carlson, N.R. and Buskist, W.(Ed.). (1997). *Psychology: The Science of Behavior, 5<sup>th</sup> edition*. Needham Hights, United States: Allyn Bacon.

Myers, D.G.(Ed.). (1998). *Psychology, 2nd edition*. United States: Worth Publisher Inc.

Hurlock, F.B. (1976). *Personality Development*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.

Feldman, R. S. (Ed.). (2001). *Understanding Psychology, 3rd edition*. New Jersey: Prentice Hall.

Hurlock, E.B. (2007). *Developmental Psychology: A Life Span Approach (39<sup>th</sup> reprint, 5<sup>th</sup> ed.)*. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.

Morgan and King (1979). *Introduction to Psychology, (4<sup>th</sup> Ed.)*. New Delhi: Tata McGraw Hill, Publishing Co. Ltd.

Myers, D. (2010). *Psychology*. United States: Worth Publisher.

Ciccarelli, S.K. (2009). *Psychology*. New Delhi: Glenn. E. Meyer Pvt. Ltd.

## Recommended Readings

- E.R. Hilgard, R. C. Atkinson. (1) *An Introduction to Psychology*. New Delhi: R.L. Atkinson Mohan Pramlani. Oxford & IBH Publishing Co. Ltd.
- Hall & Lindzey. (1978). *Theories of personality*. New York: John Wiley and Sona.
- Hogg. M. A. & Vaughan Graham M. (1995). *Social psychology An Introduction, Grosvenor Place*. Australia: Brookvale.
- Hogg. M.A. & Tindale, S.R. (Ed.), (2002). *Blackwell Handbook of Social Psychology: Group Process*. Place: Blackwell Publishing.
- Hurlock, E.B. (1975). *Developmental Psychology*. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Kail, R.V.& Cavanagh, J.C. (1996). *Human Development*. CA: Brooks/Core Publishing Company.
- Kuppuswami, B. (1994). *Social Psychology*. Bombay: Asia Publishing House.
- Lindgren, H.C. (Ed.). (1962). *Introduction To Social Psychology* (2<sup>nd</sup> Ed.). New Delhi: John Wiley and Sons.
- Lippa, R.A. (1990). *Social Psychology*. California: Wards Worth Publishers.
- Mathur & Sharma. (1995). *Health Hazards, Gender and Society*. Jaipur: Rawat Publication.
- Morgan and King. (Ed.). (1979). *Introduction to Psychology* (4<sup>th</sup> Ed.). New Delhi: Tata McGraw Hill, Publishing Co. Ltd.
- Morgan, C. & King, R. (1975). *Introduction to Psychology*. New York: McGraw Hill, Inc.
- Naidu, G.S. and Nakhate, V.S. (1985). *Child Development Studies*. Bombay: Tata Institute of Social Sciences.
- Paliwal, S. (2002). *Social Psychology*. Jaipur: RBSA Publishers.
- Raven, B.H. & Rubin, J.Z. (1983). *Social Psychology*. New York: John Wiley & Sons.
- Sharan, A.K. (1999). *Social Psychology*. New Delhi: Ajav Verma Commonwealth Publishers.
- Shariff (2006). *Personality Development and Social Work*. Jaipur: Raj Publishing House.
- Skinner, B.F. (1938). *The Behavior of Organism*. New York: Appleton - Country Crafts.
- Smolack, L. (1993). *Adult Development*. New Jersey: Prentice-Hall.
- Terman, L.M. (1925). *Genetic Studies of Genius Stanford*. United States: Stanford University Press.
- Weiner, E. A. & Steward, B.J.(1984). *Assessing Individuals: Psychological and Educational Tests and Measurements*. Boston: Little, Brown & Co.
- Worchel, S. & Cooper, J. (1979). *Understanding Social Psychology*. Illinois, United States: The Dorsey Press.

## Field Work Practicum and Learning Lab

SW 506

Paper: 5

CH: 3

**First semester field work practice:** Orientation about the organization in the field work practicum. Students learn basic process of administration, planning system, evaluation, staff management, resource identification and mobilization of social or human service organizations.

Student can chose their field setting according to their interest such as family, child setting, correctional settings, old age setting, correctional settings and rehabilitation setting.

Students will practice **case work** method: Process, tools, techniques, interview, and counseling, assessment of case, programme and policy of agency with individual client in different settings such as correctional setting, child setting, school, municipality, courts, and social welfare organizations.

**Group work practice** in organization and community level strives to deepen knowledge and skills they learnt in the class room on group work process as group formation, group decision making process, group development, group mobilization, group therapy, group conflict resolution and problems solving. They can work with non-formal community groups, ethnic groups, and religious groups. Further, students are expected to mastery in direct practice with groups, families and communities.

Field work practice with different **community based organizations** as NGOs, CBOs, human service organizations, Municipality, GOs, Clubs, DDC, and VDC, Schools and communities. The students practice theories of community organization and social mobilization. Learn model based skills, techniques, tools, problems solving technique, participatory planning, monitoring, evaluation, working with multidisciplinary team, team work, and evaluation. They have to plan program, evaluation, social policy analysis, administrative policy analysis, resource mapping, and fund raising activities.

Performance **evaluation** of student will be carried out based on their learning, application of theory in to practice, reporting skills, communication skills, analytical skills, leadership, attitude, behavior, understanding and application of social work ethics. Students have to report field work practice in prescribed standards format on regular basis to their field work advisor/supervisor and get feedback on the following week of the field report submission. Field work department will developed detailed plan for supervision and evaluation criteria.

## SECOND SEMESTER

<b>Paper</b>	<b>Course Code No.</b>	<b>Title of Course</b>	<b>Credit hours</b>	<b>Remarks</b>
6	SW 511	Social Psychology	3	Core
7	SW 512	Social Action and Social Movement	3	Core
8	SW 513	Social Welfare Administration	3	Core
9	SW 514-A	Social Work Practice for Peace Building and Conflict Management	3	<b><u>Elective</u></b> (Select one as per specialization group)
	SW 514-B	Nepali Society, Culture and Eastern Philosophy (Spirituality)		
	SW 514-C	Management of Social Organization		
	SW 515	Field Work Practicum & Learning Lab Rural Camp and Urban Camp	3	Core
		<b>Total</b>	<b>15</b>	

## Social Psychology

SW 511

Paper: 6  
CH: 3  
LH: 48

### *Course Description*

This course offers understanding to students about concept of social psychology, theories and application in social work practice with individual, families and groups and organizational settings.

### *Course Objectives*

To enhance understanding of the students on influence of situation on individual behavior, Groups dynamics, social psychological processes, and nature of social problems.

#### **Unit I: Introduction to Social Psychology (3 LH)**

Concept, meaning, definition, nature and origin of social psychology

Relationship between Social work and Social Psychology

#### **Unit II: Social Perception (8 LH)**

**The social self :** Self-Concept, Self-Esteem, Self-Presentation

**Person Perception:** Observation, Attribution, Integration, Confirmation Biases

**Social Cognition:** Process of social cognition and effects

**Stereotypes, Prejudice, and Discrimination:** Nature and causes of stereotype, prejudice and discrimination. Persistence and Change, Intergroup and Motivational Factors, Cognitive and Cultural Factors, Effects on the Targets of Stereotypes and Prejudice, Reducing Stereotypes, Prejudice, and Discrimination.

#### **Unit III: Social Influence (12 LH)**

**Attitude:** The Study of Attitude, Persuasion by Communication, Persuasion by Our Own Actions, Changing Attitudes.

**Conformity:** Social Influence as "Automatic", Conformity, Compliance, Obedience, The continuum of Social Influence.

**Group Processes:** Fundamentals of Groups, Individuals in Groups, Leadership, Group Performance, Group Conflict.

#### **Unit IV: Social Relations (8 LH)**

**Interpersonal Attraction and Intimate Relation:** Being with Others: A Fundamental Human Motive, The Initial Attraction, Close Relationships.

**Helping Behavior:** Evolutionary and Motivational Factors, Situational Influences, Personal Influences, Interpersonal Influences.

**Aggression:** What is Aggression, Origins of Aggression, Situational Influences on Aggression, Intimate Violence, Reducing Violence.



**Unit V : Applying Theories into Practice (12 LH)**

**Social Constructionism**

**Social Identity theory**

**Social Representation theory**

**Unit VI: Some Issues to Consider (1 LH)**

**Cross-Cultural Issues**

**Multicultural Issues**

**Unit VII: Field Work Practice (4 LH)**

Students work in human service setting, labor organization, mental health service providing organization, counseling service organizational setting, hospital, community health providing organizational setting, rehabilitation center, counseling centre, groups, and community.

**Prescribed Texts**

Bandura, A. (1968). *Social Foundation of thought and Action: A Social Cognitive View*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1993). *Self-efficiency mechanism in social psychobiological functioning*. United States: Standord University Psychologist.

Baron, R. & Byrne, D. (2000). *Social Psychology, 8<sup>th</sup> edn*. New Delhi: Prentice Hall of India Pvt. Ltd.

Kassin, S., Fein, S. & Markus, H.R. (2011). *Social Psychology*. United State: Wadsworth.

## Social Action and Social Movement

SW 512

Paper: 7  
CH: 3  
LH: 48

### *Course Description*

This course is designed to offers skills and knowledge on understanding and application of different tools and techniques of social action such as social policy advocacy, groups and community mobilization for social change.

### *Course Objectives*

1. Familiarizes with conceptual issues in defining social action and social movements.
2. Provide an over view of evolution of social action as method in social work.
3. Acquaint students with various theoretical perspectives on social movement.
4. Understand use of social policy advocacy tools and techniques for social policy change.

### *Course Content*

#### **Unit I: Understanding Social Action (15 LH)**

**Social Action:** Concepts, Principles, Process; scope and strategies, Social Action and Social Movements, Social action and social change. Models and Strategies of Social Action: Legislative action, sanction, direct mobilization, protests and demonstrations, dealing with authority, lobbying and advocacy, Tactics and techniques of social action. Contemporary perspectives and emerging trends in community work practice.

#### **Unit II: Social Work and Social Action (8 LH)**

History of Radical Social Work Practice

Dalit Movement and Anti-oppressive Social work practice

Critical Social work and Structural Social Work practice

#### **Unit III: Perspectives of Social Action (6 LH)**

Concept of conscientization and critical awareness

Paulo Friere and Saul Alinsky's contribution to Social Action

#### **Unit IV: Social Movements and Social Change (12 LH)**

Concept, nature and Components of Social Movements

Classification of Social Movements in Nepal, Social movement in Nepali society

Old and New Social Movements, Characteristics of New Social Movements

Overview of Social Movements in Nepal and India

Peasant Movements, Labor movements, Women's movements, Dalit movements, Janjati movements, Environmental Movements and religious movement.

Role of social workers in social change

## **Unit V: Tool development and class presentation**

(7 LH)

Students developed social advocacy concept, objective, techniques and tools like drama, street drama, poster, leaflet, story, case study, design seminar, protest etc.

### **Prescribed Text**

Laird, S. (2007). *Anti-Oppressive Social Work*. New Delhi: Sage Publication.

Lee, J. (2001). *The Empowerment Approach to Social Work Practice: Building the Beloved Community*. New York: Columbia University Press.

Powell, F. (2001). *The Politics of Social Work*. London : Sage Publication.

Reid, N. (2000). *Community Participation: How People Power Brings Sustainable Benefits to the Communities*. Washington, DC: Office of Community Development.

Reisch, M. & Andrews, J. (2002). *The Road Not Taken: A History of Radical Social Work in the United States*. New York: Brunner - Routledge.

Shah, G. (2002). *Social Movement and the State*. New Delhi: Sage Publication.

Shah, G. (2004). *Social Movements in India: A Review of Literature*. New Delhi: Sage Publication.

### **Recommended Readings**

Khinduka, S.K. & Coughlin, B.J. (1975). A Conceptualization of Social Action. *The Social Review*, 49 (1)1-14.

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum.

Mullaly, R.P. and Mullaly, B. (1908). *Structural Social Work: Ideology, Theory, and Practice*. New York: Oxford University Press.

Siddique, H.Y. (1984). *Social Work and Social Action*. New Delhi: Harnam Publications.

Singh, R. (2001). *Social Movement, Old and New: A Post- Modernist Critique*. New Delhi: Sage Publication.

Bailey, R. & Brake. M. (1975). *Radical Social Work*. London: Edward Arnold Publication.

Langan, M., Lee, P. (ed.). (1989). *Radical Social Work Today*. Boston: Unwin Hyman Publication.

Watson, D.& Holloway, R. (1980). *Changing Focus: Involving Rural Poor in Development Planning*. New Delhi: OXFORD & IBH Publishing Co. Pvt. Ltd.

## Social Welfare Administration

SW 513:

Paper: 8  
CH: 3  
LH: 48

### *Course Description*

The course is design to offers understanding on social welfare concept, principles, and competency in social organization administration.

### *Objectives*

1. Understand concept, principles and components of social welfare administration.
2. Develop understanding of social welfare administration as a method of social Work profession.
3. Acquire competence in social welfare and development services.

### *Course Content*

#### **Unit I: Social Welfare Administration an Introduction (10 LH)**

Social Welfare Administration: Definition, Principles and scope, democratic nature of social welfare administration.

History of social welfare administration, Delegation, decentralization and participation. Management by objectives as applied to social welfare administration.

#### **Unit II: Structures and Processes (12 LH)**

Basic Administration Process: Planning, Organizing, human resource development planning, management, job security, motivation, team spirit, decision-making, coordination, communication, monitoring, evaluation, public relations and networking. Policies and Programmes relating to Welfare of the Weaker & Vulnerable Sections.

#### **Unit III: Components in Welfare Administration in Nepal (13LH)**

Social welfare Organization: Registration of Social organizations. Society Registration Act.2034, Social welfare Act 2063, rule 2064- function and responsibilities of social welfare council, committees and office bearers. Human resource management, evaluation and motivation. Organizational structure, functions, program of Social Welfare Council.

Financial and Office Administration: Budgeting, accounting, auditing, fundraising and resource mobilization, office procedure and record maintenance.

#### **Unit IV: Organization of Human Services (7LH)**

Establishment of human service organization

Management of human service organization

Role of communication in administration

Human resource development planning, induction, training, supervision, staff welfare, service condition and staff moral, problems faced by social organization and NGOs.

## **Unit V: Emerging Trends in Welfare Administration**

(6 LH)

Practice of Social Welfare Administration in different settings.

Social welfare Administration as an instrument of Social Change.

### **Prescribed Tests**

Connaway, R.S. & Gentry, M.E. (1988). *Social Work Practice*. New Jersey: M.E. Prentice Hall.

Goel, S.L. & Jain, R.K. (1988). *Social Welfare Administration*. Vol. I & II, New Delhi: Deep Publication.

Jagannadham, C. (1978). *Administration and Social change*. New Delhi: Uppal Publishing House.

Karla, K.M., O'Melia, M. Brenda, L. D. (1995). *Generalist Social Work Practice: An Empowering Approach*. London: Allyn and Bacon.

Louise, C. Johnson & Stephen, J. Yanca. (2011). *Social Work Practice: A Generalist Approach, 10<sup>th</sup> edn*. New Delhi: PHI Learning Pvt. Ltd.

Louise, C. Johnson, C., Schwarth, L. (1994). *Social Welfare Administration Response to Human Need*. London: Allyn and Bacon.

Reed, E. W.(ed.). (1961). *Social Welfare Administration*. New York: Columbia University Press.

Sachdeva, D.R. (1993). *Social Welfare Administration in India*. Allahabad: Kitab Mahal.

Siddiqui, H.Y. (1990). *Social Welfare in India*. New Delhi: Harnam Publications.

### **Recommended Readings**

Ambrosino, R. et al. (2005). *Social Work and Social Welfare: An Introduction, 5th edn*. United State: Thomson Learning.

Day, P. (2003). *A new history of social welfare, 4<sup>th</sup> edn*. Boston: Allyn and Bacon.

Dimitto, D. M. (2000). *Social Welfare: Politics and Public Policy*. MA: Allyn and Bacon.

Friedlander. W. A. (1958). *Introduction to social welfare*. New Delhi: Prentice Hall.

Gupta, N. S. (1979). *Principles and Practice of Management*, New Delhi: Light and Life Publications.

Specht, H. & Vickery, A. (1977). *Integrating Social Work Methods*. London: George Allen and Unwin.

## **Field Work Practicum and Learning Lab**

**SW 520**

**CH: 3**

The students have to place in social organizations for field work practicum for 3 credit hours or a minimum of 300 hours. Students have to practice theoretical learning into social organizations setting and prepare case study report on organizational structure, social welfare programme, policy, implementation, policy analysis, decision making process, and financial arrangement. They practice developing proposal, fund raising proposal, welfare programme development, assist client and agency for advocacy on social policy, drafting policy and provide assistance to agency to conduct training. The students have to work in social organization, voluntary or NGOs, municipality, and present the report in the class.

Students equipped with knowledge, skills and attitudes to provide leadership in the field of specialization have to practice their class room learning technique, tool, methods into practice in the client system. Professional intervention with client includes interpersonal change in individual, groups, couple, or family at micro level. Students need to engage themselves in the field for experiential learning.

## **Social Work Practice for Peace Building and Conflict Management**

**(Elective: Select one as per specialization Group)**

**SW 514 A:**

**Paper: 9**  
**CH: 3**  
**LH: 48**

### ***Course description***

This course aims to enhance skills and knowledge of the students on peace building and conflict management with various models, techniques, approach and tools as social interaction, and models of practices--radical, ecological, system, generalist, and problems solving approaches. This course will develop confidence of the students on managing conflict through advocacy, negotiation and mediation. Different type of conflicts in groups, families, community, and organizations will be discussed and create understanding of the students on conflict management. The students learn theoretical aspects on the class room and practice at micro, macro, macro and mezzo level with the application of comprehensive set of conflict resolution techniques.

### ***Objective***

1. To enhance knowledge and skills of students to identify range of conflict, conflict resolution techniques, models, approaches, strategies, policies and for working at micro, macro, mezzo, levels.
2. Understand and use of principle of negotiations, mediation and advocacy in order to promote social wellbeing of clients, marginalized and vulnerable population, and for broader social change.

### ***Course Contents***

#### **Unit I: Introduction of Conflict**

**(10 LH)**

Concept, definition, decision making theory and social conflict theory, role of conflict resolution in social practice; classification, causes of conflict: social, psychological, political, economic, religious, development related insurgency, terrorism, extreme nationalism, and relationship of conflict with different groups.

#### **Unit II: Approaches to Conflict Resolution**

**(12 LH)**

Negation, mediation, and advocacy between groups: social policy-effecting positive change, coalition, conflict in multicultural/pluralistic society, identity based conflict.

Conflict resolution approaches: advocacy, negotiation, mediation, third party intervention, investigation, state enforcement, and social control. Different method, techniques and tools use to assess conflict. Negation, mediation, and advocacy between Individuals: Students, co workers in organizations, family members, community disputes.

Negation, mediation, and advocacy between individuals/families and social systems: Child and family, health and hygiene, education, criminal justice, institutional management.

Political approach: Strategy for conflict resolution, policy, steps wise methods of conflict resolution, psychology of conflicts, different types of conflicts

### **Unit III: Limitation to Conflict Resolution Approaches**

Values and ethical issues: safely fairness, responsibilities. Power imbalances, different types of approaches are preferable.

### **Unit IV: Models, Skills, and Strategies in Practice (11 LH)**

Power based, right based, interest based, identity based, feminist informed, therapeutic and transformative models.

Language and techniques of conflict resolution, styles of dealing with conflict, stages of various models of conflict resolution, pre-empting and reframing, developing and environment conducive to conflict management.

### **Unit V: Policy, Ethics and Human Rights (10 LH)**

Interventions, policy and programme analysis, and development, role of social workers. Psychosocial assessment and monitoring of post conflict situation. Risk reduction in conflict, legal provision to rehabilitation conflict affected people and displaced people.

#### **Prescribed Texts**

Boutros-Ghali, B. (1992). *An agenda for Peace*. New York: United Nations.

Burton, J. (1990). *Conflict: Resolution and Prevention*. London: MacMillan.

Galtung, J. (1996). *Peace by Peaceful Means: Peace and Conflict, Development and Civilization*. London: Sage Publication.

Howell, S. & Willis, R. (1989). *Society at Peace: Anthropological Perspective*. London: Routledge.

Lederach, J. P. (1997). *Building Peace: Sustainable Reconciliation in Divided Societies*. Washington, DC: Institute of Peace Press.

Wallensteen, P. (2007). *Understanding Conflict Resolution: War Peace and Global System*. London: Sage Publication.

Zartman, I., Maureen, W. & Berman, R. (1982). *The Practical Negotiator*. New Haven, London: Yale University Press.

Zartman, I. & William. (1989). *Ripe for Resolution: Conflict and Intervention in Africa* (updated edn.). New York : Oxford University Press.

Zartman, I. & William. (ed.). (2000). *Traditional Cures for Modern Conflicts: African Conflict Medicine*. Boulder, CO: Lynne Rienner.



**Nepali Society, Culture and Eastern Philosophy (Spirituality)**

**(Elective: Select one as per specialization Group)**

**SW 514 B**

**Paper: 9**  
**CH: 3**  
**LH: 48**

**Detailed course to be developed.**

## **MSW 514-B Nepali Society, Culture and "Eastern" Philosophy (Spirituality) (Elective/specialization syllabus); Discussions and Lectures equal to 48 LH)**

The syllabus is intended as primarily a discussion forum supplemented by an adequate number of regular lectures.

### **Scope of the Syllabus**

The syllabus aims to cover a broad range of subjects including Nepali socio-cultural historiography, local folk and tenet-based understanding of ethnics, morality and cosmology, study of Nepali society and culture as epistemological development, Nepali spiritual and cultural traditions and its impact on society and activities, historic practice of coexistence in extreme diversity.

### **Purpose and Objectives**

1. To give students an adequate exposure to the socio-cultural history of Nepal with special focus on critical understanding of religious and secular *guthi-s* and other traditional social institutions and their role of social service (unit I and IV)
2. To try to understand the broad epistemological debates that have resulted in epistemological, ethnical and ideological positions that threaten and in some instances, have obliterated the oriental project of understanding South Asia and the Himalayan region (unit II).
3. To show the growth of the discipline of Nepali culture and society associated with local and ancient Asian spiritual philosophies (Units III, IV, V).
4. To show the growth and development of competing theories of society, culture, language with a particular intention to explain the cultures and societies of South Asia and the Himalayan region with special emphasis on Nepal (unit II).
5. To briefly familiarize students with comparative philosophy and spiritual traditions of the world (unit III).
6. To assess the reality of extreme form of ethnic diversity and comparatively better historical situation of social coexistence and mutuality in Nepali society (unit V)

### **Unit I Definition of Nepali culture and society, historical and geographical scope**

Combined spirituality—society with composite form of different traditions, beliefs, practices various belief system such as: Bon, Kirat, Hindu and Buddhist etc. (8 LH)

### **Unit II Understanding subjectivity and objectivity, spirituality, metaphysics and secularism; concept of social service in Nepali spiritual history** (10 LH)

Defining Dharma and religion, spirituality and multiethnic Nepali society, spirituality and *seva-bhava*, *seva-dharma* or *parapakara*, spirituality, ethics and moral, concept of compassion (*karuna*) system of *Ashrama*, *Dharma* and *Karma*, *Paapa*, *Punya* and *Koksa*, Buddhism and engagement in social service and helping the poor and helpless, concept of *dana*.

### **Unit III Introduction to ancient spiritual philosophies of South Asia including local traditions and their notions of social service; comparative philosophy and spiritual traditions of the world:** (10 LH)

(a) Vedic-Sanatana, Shamanism (Pre-Buddhist Bon, Jangri or Jhankri and Masto Kirat (Munthung or Mundhum), Development of Jainism, Buddhism (b) Zorasterianism, Laotsi and Taoism. Discourse on Nepali form of Hinduism (combined and very flexible), concept of mainstream and local "marginalized" relationships--contradictions and concurrent uneasiness in Nepal.

**Unit IV Historical Evolution of Nepali Society bound with civil codes supported by Guthi system** (10 LH)

- a. Evolution of Nepali historical Society bound with civil-codes (institutes) and the making of integrated Nepali national identity: General picture of the social system practiced under the earlier rulers until Licchavis, social setup of the Nepalmandala until the advent of Sthiti Malla, The traditional Guthi system of Nepal
- b. Collapse of the Kingdom of Tirahuti (Simraungarh), political asylum of the elites and servants of the court of Tirahut in the Great Valley of Nepal, social disorder in the Valley and the need of a new order of institute, efforts of the Yatshe or Khasa, Ram Shah, Siddhinarasimha Malla, Visnu Malla, Mahendra Malla.

**Unit V Making of Modern Nepal and the place of various ethnic nationalities in society and state:** (10 LH)

- a. Making of Modern Nepal and the new social order through contemporary civil institutes (PN Shah's perception, Bahadur Shah's effort, Janga Bahadur's innovation in the formulation of the first official civil code of Nepal. Hindus of the Himalaya and the difficulties in understanding indigenous (local) and central elites etc., practice of economic mutuality, contemporary practices, understanding and the process of change with new regulations.
- b. Question of Nepali national culture and the ethno-national cultures (nationalities' cultural nationalism), issue of cultural assimilation and acculturation, concept of unity in diversity or the coexistence a myth or reality? Cultural integration compared to American notion of melting pot idea, ethnic diversity and national belongingness, ethnic or racial hegemony both historical and the present context, regionalism.

**Reading sources**

*Bhagavatgita* (any translated books preferably with verses), if possible Barbara Stoller Miller's translation.

Burghart, Richard. 1984. "The Formation of the Concept of Nation-State in Nepal" *Journal of Asian Studies*, Vol. 44, No.1, pp. 101-25.

----, 1994. "The Political Culture of Panchayat Democracy" in Michael Hutt (ed.) *Nepal in the Nineties*

Dhungel, Ramesh. 2010. "Understanding Nepali History in the Context of Changing Political Situation in Nepal" *Contributions to Nepalese Studies* Vol. 37, No.2 (July 2010)

Kirkpatrick, William. *An Account of the Kingdom of Nepaul*.

Gyanmani, Nepal, 2040. *Nepala Nirukta*. Kathmandu: Nepala Rajakiya Pragya Pratisthan.

Hofon, Martin and others, 1999. *People Politics and Ideology: Democracy and Social Change in Nepal*. Kathmandu: Mandala Book Point.

- Malla, Kamal P. (Ed.), 1989. *Nepal in Perspectives on Continuity and Change*. Kathmandu: CNAS, TU.
- Sharma, P. R. VE 2054. *Kul, Bhumi ra Rajya: Nepala Upatyakako purva-madhyakalika samajik Adhyana*. Kathmandu : CNAS, TU.
- Gellner, David N and others (ed.), 1990. *Nationalism and Ethnicity in Nepal*. Kathmandu: Vajra Publications.
- Sharma, Prayagraj, 1983. "Caste Societies in the State of Nepal: A Historical Perspective" in Charles Ramble and Martin Brauen (ed.) *Anthropology of Tibet and the Himalaya*. Zurich pp. 364-76.
- Hofer, Andras, 1979. *The Caste Hierarchy and the State in Nepal: A Study of the Muluki Ain of Nepal*. Innsbruck, Universit tsverlag Wagner.
- Hodgson, B. H. 1972 (reprint). *Essays on the Languages, Literature and Religion of Nepal and Tibet*. New Delhi : Manjusri Publishing House.
- Kudmarshvami, Ananda K. and Sister Nivedita, 1967. *Myths of the Hindus and Buddhists*. New York: The Dover Publication.
- Sankrityana, Rahul, 1944. *Darshan Digdarsan*. Allahabad: Kitab Mahal.
- Sharma, J. L. 2039 VE, *Hamro Samaj ek adhyana*. Kathmandu : Sajha Prakashana.
- Vajracarya, Luntabhadr, *Nayavikasini (Manava Nayashastra)*. Kathmandu : Nepalabhasa Parishad also another edition published by Law Professional Association.

## **Management of Social Organizations**

**(Elective: Select one as per specialization Group)**

**SW 514 C**

**Paper: 9**  
**CH: 3**  
**LH: 48**

### ***Course Description***

This course is designed to increase understanding of students about management social organization management skills, competency, leadership skills, financial management and human resource management.

### ***Objectives***

1. Develop and understanding of non-governmental organizations
2. Acquire skills and competence in managing NGOs
3. To acquire understand and comprehensive skills and knowledge of financial management and can apply those skills to ensure the financial health of their agency.

### ***Course Content***

#### **Unit I: Origin and Development of Social Organization (10 LH)**

Origin, Concept, and theories of social organizations.

Types of social organizations, and nature of social organizations.

Development of social organizations and civil society organizations in Nepal.

Legal process of social organization Formation.

Government policy for social organization management

Social welfare council and social organizations management

Policy of government for social/civil society organization management

Problems of social organizations/civil society organization

Role of civil society organization in social development

#### **Unit II: Managing Non-Governmental Organizations (NGO) (12 LH)**

Organizational behavior: Human resource management in social organizations/NGOs, Recruitment, job placement, Benefits, and job security, Training and Development of human resource. Staff motivation, organizational culture, social network, communication, facilitation, monitoring, evaluation

**Unit III: Resource Mobilization and Management (12 LH)**

Grant-in-aid, management, funding contracts; risk management; fundraising and fund management, sustainability of fund raising, functional relationship with local government, stakeholders, Municipality, DDC, VDCs, INGOs, autonomy of NGOs.

Governance in NGOs, power structure, transparency, accountability to the people

Role of social workers in capacity building of NGOs for improving human service quality

Role of Social organization in social change, social work and corporate social responsibilities.

**Unit IV: Project Planning and Execution (4 LH)**

Formulation of project proposals, budgeting and professional writing skills

Project implementation

Project appraisal-Social, Technical and Financial

Project Monitoring and Evaluation

Documentation

**Unit V: Leadership Skills in Social Service Organizations (10 LH)**

Leadership: Concept of leadership, meaning, type of leaders, Role of leaders in social organization, characteristics of social leaders, and importance of leadership, skills of leadership, and Ethic.

Planning: concept, meaning, type of planning, importance of planning, process of planning, Human resource management: Hiring, assignment, training, evaluation and termination, volunteer recruiting, role of social workers in social organization.

**Prescribed Texts**

Adhikari, D.R. (2004). *Development, Civil Society and Good Governance*. Kathmandu: Center for Good Governance and Development.

Chand, D. (1999). *Views and Visions of Non-governmental Organization*. Kathmandu: Association of Development Agencies.

Goel, S.L. & Jain, R.K. (1988). *Social Welfare Administration: Theory and Practice*, Vol. I & II. New Delhi: Deep and Deep Publications.

Korten, D.C. (19099). *Getting to the 21<sup>st</sup> Century, Voluntary Action and the Global Agenda*. United State: Kumarian Press Inc.

Lauffer, A. (1977). *Understanding Your Social Agency*. London: Sage Publications.

Luthans, Fred. (1990). *Organizational Behavior*. Boston: Irwin McGraw Hill.

Maskay, B.K. (1998). *Non-governmental Organizations in Development: Search for new vision*. Kathmandu: Center for Development and Governance.

PRIA. (2000). *Defining Voluntary Sector in India: Voluntary Civil or Non-profit*. New Delhi: PRIA.

Thirunavukkarasu, M. (2009). *Socio-economic Development and Role of NGOs*. New Delhi: Global Research Publication.

Vartola, Joha et.al. (2000). *Development NGOs facing 21<sup>st</sup> Century prospective from South Asia*. Kathmandu: Institute for Human Development.

### **Recommended Readings**

Chandra, S. (2000). *Non-Governmental organizations: Structure, Relevance and Function*. New Delhi: Kanishka Publishers.

Coley, S.M. & Scheinberg, C.A. (1990). *Proposal Writing: Sage Human Services Guides*. New Delhi: Sage Publications.

Edwards, M. (2002). *The Earth Scan Reader on NGO Management*. London: Alan Fowler.

Ginsberg, L. & Keyes, P. (Eds.). (1995). *New management in human services*. Washington: NASW Press.

Haimann, A. (1982). *Professional Management and Practice*. New Delhi: Eurasia Publications.

Harrison, M.I. & Shirom, A. (1999). *Organizational diagnosis and Assessment: Bridging theory and practice*. Thousand Oaks, CA: Sage Publications.

Jackson, J. (1989). *Evaluation for Voluntary organizations*. Delhi: Information and News Network.

Levis, D. & Ravichandran, N. (2008). *NGO and Social Welfare Administration: New Research Approaches*. Jaipur: Rawat Publication.

Levis, D. (2001). *The Management of Non Governmental Development Organization: An Introduction*. London: Rout ledge.

Mukherjee, K.K. & Mukherjee, S. (1999). *A Guide Book for Strengthening Voluntary Organizations*. Ghaziabad: Gram Niyojan Kendra.

Padaki, V. & Vaz, M. (2004). *Management Development and Non Profit Organization*. New Delhi: Sage Publication.

Robbins, S.P. & Sanghi, S. (2005). *Organizational Behavior*. Delhi: Pearson Educations.

Weiner, M. (1982). *Human Service Management*. Illinois: The Dorsey press.

Young, Pat. (1985). *Mastering Social Welfare*. London: MacMillan Education Ltd.

## Field Work Practicum/Learning Lab/Rural and Urban Camp

SW 515

CH: 3

Students have to complete minimum of 300 hours of field work practice in selected human service organization according to their specializations. In their field placement students are expected to develop advanced social work skills and knowledge within a designated area of practice. Students are required to select an area of field work practice in one of the following human service organizations.

**Mental Health Specialization:** Health setting, community mental health setting, Organization who are implementing community health program, Correctional setting, Court.

**Children, Youth and Families Specialization:** Child setting, day care center, children with disabilities setting, school, college, family service agencies, municipality, youth organizations, rehabilitation centers.

**Geriatric Social Work Specialization:** Old age home, Hospital, day care center, municipality, DDC/VDC, development projects.

The students have to complete 15 days (120 hours) camp in rural or urban communities and they assess program and policy of development organizations, local government bodies' programme and policy during the camp. Student can select their rural camp and field work placement setting according to their specialization and practice their class room learning to field. A comprehensive report on rural urban camp with learning on prescribed format should be submitted to the field work supervisors. The supervisor will evaluate student's reports on the basis of their learning, application of the theories and reflection. Practice based evaluation will be done on competency on: Learning and growth. Behavior in the organization, Conceptualizing practice Assessment and interventions, and Personal communication.



### THIRD SEMESTER

Paper	Course Code No.	Title of Course	Credit hours	Remarks
10	SW 521-A	Foundation of Mental Health	3	<b><u>Specialization</u></b> (Select one as per specialization group)
	SW 521-B	Theories and Issue in Aging		
	SW 521-C	Theoretical and Empirical Basis for Practice with Children, Youth and Families		
11	SW 522-A	Assessment and Psycho-diagnosis in Social Work practice	3	<b><u>Specialization</u></b> (Select one as per specialization group)
	SW 522-B	Bio-psychosocial Assessment and Interventions		
	SW 522-C	Social Policy and Services for Children, Youth and Families		
12	SW 523-A	Social Work Practice in Disaster Management and Resettlement	3	<b><u>Elective</u></b> (Select one as per specialization group)
	SW 523-B	Urban and Rural Community Development		
	SW 523-C	Social Legislation, Policy and Human Rights		
13	SW 524	Social Work Research Methods	5	Core
	SW 525	Field Work/Learning Lab and Block Placement	3	Core
		<b>Total</b>	<b>17</b>	

## Foundation of Mental Health

(Elective: Select one as per specialization Group)

SW 521A

Paper: 10

CH: 3

LH: 48

### *Description of the Course*

Students in the Mental Health Concentration are prepared for practice with individuals, couples, and families and as advocates for more responsive and comprehensive mental health services at the local, regional, and societal levels. Students also review cross-national comparisons to identify similarities and differences in the development of mental health and health policy and services. The course is based on the assumption that social workers in mental health settings should be able to participate in the assessment and modification of conditions that affect mental health by intervening with individuals and families, and assisting in the development of relevant and effective programs and service systems for mental disorders.

### *Course Objectives*

- To develop an understanding of holistic and integrated approach of social work practice in the field of health, mental health and mental health problems.
- To develop knowledge about in general health and mental health conditions of individual and facilities, mental health policy and programme in Nepal.
- To develop an understanding and capacities for providing assistance in the development of relevant and effective programs and service systems for mental disorder.
- To develop knowledge to work with children and adult facing psychological and social problems.

### *Course Contents:*

#### **Unit I: Concept of Mental health**

(5 LH)

Meaning, concept of mental health, situation of mental health and problems in global and Nepalese, social work and mental health.

#### **Unit II: Models of Abnormal behavior**

(12 LH)

Biological model, psychodynamic model, behavioral model, cognitive model, cognitive-behavioral model, humanistic, socio-cultural model.

#### **Unit III: Models of classification of Mental disorder**

(6 LH)

Introduction to DSM and ICD, relationship between DSM and ICD, and Recent development in DSM and ICD.

#### **Unit IV: Stress and Adjustment Disorders**

(3 LH)

Nature, causes and effect of stress,  
Adjustment disorders,  
Crisis and Trauma.

**Unit V: Some specific Disorders** (12 LH)

Anxiety Disorders  
Somatoform and Dissociative Disorders,  
Mood Disorders,  
Personality Disorders,  
Substance-Related Disorders.  
Cognitive disorders  
Psychotic disorders

**Unit VI: Disorders of Childhood and Adolescence** (4 LH)

**Unit VII: Aging and Psychological Disorders** (2 LH)

**Unit V: Field Work Practicum and Class presentation** (4 LH)

Students need to visit organizations that provide mental health care, support and services (hospitals, rehabilitations, old age homes, and community based outlets), and write, present and submit the report of field visit.

**Prescribed Texts**

- Barlow, D. & Durand, V.M. (2008). *Abnormal psychology: An Integrated Approach*, 2nd edn. New Delhi: Thomson, Wadsworth.
- Carson, R. C., Butcher, J.N. & Mineka, S. (2000). *Abnormal Psychology and Modern Life*, 11th edn. India: Pearson.
- WHO.(2007). *The ICD-10 Classification of Mental and Behavioral Disorders, Clinical Description and Diagnostic guidelines*: New Delhi: A.I.T.B.S. Publishers.
- Caroline, K. (2006). *Introducing Mental Health: A Practical Guide*: London, UK: Jessica Kingsley Publishers & USA: Philadelphia.
- Goldenberg, H. (1977). *Abnormal Psychology: A Social/Community Approach*. California: Brooks/Cole Publishing Com.

**Recommended Readings**

- Kisker, G.W. (1977). *The Disorganized Personality*, 3<sup>rd</sup> edn. Tokyo: McGraw Hill International Book Com.
- Mahoney, M. J. (1980). *Abnormal psychology: Perspective on Human Variance*. San Francisco: Harper and Row Publishers.
- Pritchard, C. (2006). *Mental Health Social Work: Evidence-based Practice*. London and New York: Routledge Taylor and Francis Group.
- Rosenhan, D.L. (1973). On being sane in the insane place. *Science*, 1979, Pp.250-8.
- Sarason, I. G. & Sarason, B. A. (2008). *Abnormal Psychology, the Problems of Maladaptive behavior*, 11<sup>th</sup> edn. New Delhi: Ashok K. Ghosh PHI Learning Pvt. Ltd.

## **Theories and Issues in Aging**

**(Elective: Select one as per specialization Group)**

**SW 521B**

**Paper: 10**

**CH: 3**

**LH: 48**

**Detailed Course to be Developed**

**Theoretical and Empirical Basis for Practice with Children, Youth and Families**  
**(Elective: Select one as per specialization Group)**

**SW 521C**

**Paper: 10**

**CH: 3**

**LH: 48**

**Detailed Course to be Developed**

## Assessment and Psycho-diagnosis in Social Work Practice

(Elective: Select one as per specialization Group)

SW 522A

Paper: 11

CH: 3

LH: 48

### Unit I: Introduction to Psychological Assessment

(10 LH)

Nature, need, and steps in psychological assessment

Purpose of psychological assessment/evaluation: Diagnostic, forensic, educational and vocational

Components of assessment: Interview, mental status examination, objective, projective and aptitude tests, observation.

### Unit II: Assessment Mental Disorder

(12 LH)

Psychological Assessment-I: Clinical interview: foundation and preparation, Basic attending and listening and action skills, question and action skills and overview of the interview process, intake interview, mental status examination.

### Unit III: Testing and diagnosis

(10 LH)

Nature, types, and interpretation of psychological tests in psychological assessment

Paper Pencil tests: Construction/adoption, reliability, validity, standardization and interpretation,

### Unit IV: Functional and behavioral assessment

(8 LH)

### Unit V: Writing Assessment (based on interview and testing) Report

(3 LH)

Prepare report using APA format.

### Unit VI: Field Testing

(5 LH)

Students have to undertake at least ten cases and submit detailed report of Psychological assessment testing of the clients.

### Prescribed Tests

Corcoran, J. & Walsh, J. (2006). *Clinical Assessment and Diagnosis in Social Work Practice*. New York: Oxford University Press, Inc.

Fish. (2007). *Fish's Clinical Psychopathology*. United Kingdom: The Royal College of Psychiatric.

Groth-Marnat, G. (2003). *Handbook of Psychological Assessment*, 4<sup>th</sup> edn. Canada: John Wiley & Sons, Inc.

Kellernan, H. & Burry, A. (2007). *Handbook of Psycho-diagnostic Testing: Analysis of Personality in the Psychological Report*, 4<sup>th</sup> edn. United States: Springer.

Singh, A.K. (2006). *Tests, Measurements and Research Methods in Behavioral Sciences*, 6<sup>th</sup> edn. India: Bharati Bhawan.

Sommers-Flanagan, J. S. & Sommers-Flanagan, R. (2009). *Clinical Interviewing*, 4<sup>th</sup> edn. Hoboken, New Jersey: John Wiley & Sons, Inc.

Zanda, Louis. (2001). *Psychologists Book of Personality Tests*. New York: John Wiley & Sons, Inc.

**Bio-psycho-social Assessment and Intervention**  
**(Elective: Select one as per specialization Group)**

**SW 522B**

**Paper: 11**  
**CH: 3**  
**LH: 48**

**Detailed Course to be Developed**

**Social Policy and Services for Children, Youth and Families**  
(Elective: Select one as per specialization Group)

**SW 522C**

**Paper: 11**  
**CH: 3**  
**LH: 48**

**Detailed Course to be Developed**



## **Social Work Practice in Disaster Management and Resettlement**

**(Elective: Select one as per specialization Group)**

**SW523 A**

**Paper: 12**  
**CH: 3**  
**LH: 48**

### ***Course Description***

Nepal fall under the disaster prone and hazard risk regions. Disaster has been normally happening every year in Nepal resulting loss of human lives, physical assets, and social displacement. This course has been designed to develop skilful and knowledgeable social workers to deal with disaster affected and displaced people by rescue, management and resettlement programs.

### ***Course Objectives***

1. To enable students understanding about ecosystem equilibrium and disequilibrium, disaster risk assessment, and risk analysis, vulnerability assessment skills and knowledge.
2. To enhance skills to analyze factors contributing to disaster, impact after disaster, resilience to disaster affected people.
3. To disaster intervention policy analysis, intervention programme development and the process of disaster-management and intervention for resettlement.
4. To develop understanding of the students about community based disaster management, awareness building, policy advocacy, human rights advocacy.
5. To development student understands on role of social workers in the team for disaster management and resettlement.

### ***Course Content***

#### **Unit I: Introduction of conventional Practice in Disaster Management (8 LH)**

Concept, History, conventional practices in DRR, national disaster management Act 2009. Problems in disaster risk management in Nepal, organizational structure of disaster risk management, Coordination mechanism, their roles and responsibilities, pre-disaster risk assessment tool. Multi-cluster initial Rapid Assessment (MIRA), Vulnerability assessment, Post disaster risk assessment, disaster risk reduction plan, program, strategy and policy.

#### **Unit II: Disaster and Development (8 LH)**

Pre-hazard Situation: Preparedness, prevention, mitigation. During hazard situation: Rapid Appraisal, response, SA Rescue, and emergency services. Post hazard situation: Early recovery, recovery, rehabilitation and recommendation for mitigation. Approaches for disaster risk management. Main-streaming Disaster Risk Reduction into development program, Vulnerability and disaster preparedness, education and awareness.

#### **Unit III: Classification of disaster (10 LH)**

Nepal government recognized hazard types, and global level hazards: Natural-famine, drought, floods/Storms, fire, cyclones, and earthquakes. Impact of hazards: social, economics psycho-social, ecological, and physical. Manmade: Riots, biological warfare Industrial, militant insurgency, and eviction.

#### **Unit IV: Stakeholders Analysis**

(7 LH)

Government organizations, voluntary organizations, local groups, community participation, volunteers, and social workers. Issues involved: Policy issues, Politics of Aid, Gender, ethnicity and culture.

#### **Unit V: Disaster Management**

(15 LH)

Pre-disaster Prevention, preparation, education, preparedness, Actual disaster, short term plan, long term plan, stress and trauma, search, relief, recovery, restoration, resource mobilization, Post Disaster Rehabilitation, mitigation of negative effects counseling Role of social workers in disaster management: prevention, interventions and resilience, policy, human rights.

#### **Prescribed Text**

Nepal Hazard Risk Assessment Report Exposure, vulnerability and Risk Assessment Part 1, and Part 2 (n.d): Government of Nepal.

Asian Disaster Preparedness Centre (ADPC), *Norwegian Geotechnical Institute* (NGI), Center for International Studies and Cooperation (CECI).

National Disaster Management Act 2009. Ministry of Law: Government of Nepal.

General Assembly resolutions on natural disasters and vulnerability (59/233, and 58/215)

National Strategy for Disaster Risk Management in Nepal (2009). Government of Nepal.

Nepal Country Report (1999). Ministry of Home Affairs.

Shader, I. and Schwartz, A. (1966). "*Management of reaction to Disaster*", *Social Work*, Vol. 11, No.2, 99-1-4.

UNDP, BCPR. (2004). *Reducing Disaster Risk: A challenge for Development*.

World Bank. (2005). *Natural Disaster Hot Spot: A global Risk Analysis*.

*Natural Disaster Relief Act. 1992, 2<sup>nd</sup> Amend.* (2049 BS). Government of Nepal.

*Disaster Management in Nepal- A Profile (1994)*. Kathmandu: His Majesty's Government of Nepal: Ministry of Home Affairs.

*Problems of Disaster Management in Nepal and Measures to Solve them (1998)*. Kathmandu: A Report prepared by a Task Force. His Majesty's Government of Nepal. Ministry of Home affairs.

## Recommended Readings

- ABAG, The Association of Bay Area Governments (2003) Modified Mercalli Intensity Scale in: "On Shaky Ground" [online]. Available at: <http://www.abag.ca.gov/bayarea/eqmaps/doc/mmi.html>.
- Acharya, S. (2007). *Flow Structure in Nepal and the Benefit to the Poor*, *Economic Bulletin*, Vol.15, No.17:1-14.
- Alamgir, M. and Ra, S. (2005). *Nepal Public Debt Sustainability Analysis*, NRM Working Paper No.5. Manila: The Asian Development Bank.
- Arrow, K. and R. Lind. (1970). *Uncertainty and the Evaluation of Public Investment Decisions: The American Economic Review* 60: 364-378.
- Arya A.S. and TEAC Consult. (1994). *Development of Alternative Buildings Material and Technology for Nepal: Seismic Vulnerability Analysis*. (Appendix C). In: UNDP. (1994). His Majesty's Govt. of Nepal, Ministry of Housing and Physical Planning, UNDP.UNCHS (Habitat), Subproject NEP/88/054/21.03.
- Benson, C. and E. Clay. (2004). *Understanding the economic and financial impacts of natural disasters*.
- Bhattarai, D. and (Chhetri, M.B. (2001). *Mitigation and Management of Floods in Nepal*. HMG/Nepal: Ministry of Home Affairs.
- Bragga, F., Dollce, M. and Liberatore, D. (1986). *Assessment of the Relationship between Macroseismic Intensity Type of Building and Damage, based on the Recent Italy Earthquake Data*. Lisbon: In Proceedings of the 8<sup>th</sup> European Conference on Earthquake Engineering.
- Burby, J. R. (1991). *Sharing Environmental Risks: How to Control Governments loses in Natural Disasters*. Bolder: West view Press.
- Coburn, A. and Spence, R. (1992). *Earthquake Protection*. Chichester. West Sussex:: John Wiley & Sons Ltd.
- CRED (2010). EMDAT. the OFDA/CRED International Disaster Database, [www.em-dat.net](http://www.em-dat.net)-Universite catholique de Louvain: Brussels- Belgium.
- Cummins, J. and Mahul, O. (2009). *Catastrophe Risk Financing in Developing Countries. Principles for Public Intervention*. Washington DC: The World Bank.
- Czarneck, R.M., Scholl, R.E. and Malik, L.E. (1986). *Techniques for Estimating Earthquake Probable Loss for Buildings and Contents*. In: Techniques for Rapid Assessment of Seismic Vulnerability.
- American Society of Civil Engineers, Structures Congress 1986, New Orleans Conference Proceeding paper: 67-78.
- Disaster Risk Management Series No.4. The World Bank, Washington, D.C. Bettencourt, S., Croad, R., Freeman, P. Hay, J. Jones, R., King, P., Lal, P., Mearns, A., Miller, G. Pswarayi-
- DM Center (2005). *Towards a Safer Sri Lanka, Roadmap for Disaster Risk Management*, DM Center, Ministry of DM. Government of Sri Lanka.

- Dong, W., Shah, H., Klun, J. and Green, S. (1995). Estimating Residential Dwelling Losses: The California Residential Earthquake Recovery Fund (CRERF) Experience. In: Proceedings of the 10th European Conference on Earthquake Engineering. Vienna: 28 August-2 September 1994.
- Dutta, D., Herath, S. and Musiaka, K. (2003) A Mathematical Model for flood loss estimation. *Journal of Hydrology* 277 (1-2)24-49.
- Federal Emergency Management Agency [FEMA] (1999) Chapter 5: Direct Physical Damage-General Building Stock. HAZUS99 Technical Manual. National Institute of Building Sciences (NIBS).
- Nepal Hazard Risk Assessment Report part 1 and part 2: Government of Nepal.
- Riddihough, I., Simpson, A., Teuatabo, N., Trotz, U., Van Aalst, M. (2006). Not if but when—Adapting to natural hazards in the Pacific Islands Region: A policy note. East Asian and Pacific Region, Pacific Islands Country Management Unit; The World Bank, Washington D.C.

**Urban and Rural Community Development**  
**(Elective: Select one as per specialization Group)**

**SW 523B**

**Paper: 12**  
**CH: 3**  
**LH: 48**

**Detailed course to be developed.**

## **Social Legislation, Policy and Human Rights**

**(Elective: Select one as per specialization Group)**

**SW 523C**

**Paper: 12**

**CH: 3**

**LH: 48**

### ***Course Description***

This course is designed to enhance understanding of students on concept of social legislation, interlink of legislation with social work, social policy and human rights. Students improve understanding and critical thinking on human rights, their application, strengths/weakness and its application in human service organizations.

### ***Objectives***

1. Develop insights into the history and evolution of human rights discourse.
2. Understand legislative provisions involved in establishing and maintaining human rights.
3. Delineate the role of professional social workers in legal aid, legal assistance and social advocacy.
4. Create critical thinking on human rights and link it up with social work practice.
5. Enhance the knowledge and skills in social rights based social development programme policy, tools and technique to helping individual, group, communities.

### ***Course Content***

#### **Unit I: Understanding Social Policy**

**(10 LH)**

Women, Child, Youth, and Mental Health Policy and Services. Elderly welfare Policy and services, Disability Welfare Policy and Services, Samajik Sudhar Ain 2033, Samaj Kalyan Ain 2049, Gharelu Himsa Kasur Sajay Ain 2066, Jestha Nagarik Ain 2063, Local Self Governance Act 2056. National Reproductive Health Strategy 1998, Seocnd Long Term Health Plan 1997-2017, Drug Act, National Policy on AIDS and STD Prevention 1995, Safe Blood Policy 1993. Labor Act 2048, Labor Rules 2050, Nepal Labor Policy, ILO convention, and UN conventions.

#### **Unit II: Understanding Human Rights**

**(5 LH)**

Human Rights: Introduction

Three Generations of Human Rights: Positioning Social Work

Concept of human rights and social work

Social Movements & Human Rights in Nepal

Constitution of Nepal: Fundamental rights and duties

#### **Unit III: Social Justice and Human Rights**

**(5 LH)**

Approaches to Social Justice (Budha, Gandhi, Marx, Friere).

Human Rights and Social Justice Concerns in Nepali Society.

Universal Human Rights: Covenant on Civil, Political, Economic, Social and Cultural Right, Rights of Migrant workers and Refugees, minorities, women, children and Dalit.

**Unit IV: Social Legislation and Social Change (10 LH)**

Social Legislation, Nature and Scope.

Law, Society and Social change

Emerging Issues and concerns of lesbians, gays, bi-sexual, trans-gendered (LGBT)

Legal and public advocacy, legal literacy, free legal aid.

**Unit V: Legal Provision (12 LH)**

Legal Provision for women regarding marriage, dowry, and domestic violence, property rights, reproductive health.

Legal provision for marginalized groups in Nepali society: Dalit, Minorities people

Legal Provision for disable and elderly people.

Statutory bodies- National Human Rights Commission, National Commission for Women, National Dalit Commission. Nepal Bar Association, National Women Commission.

**Unit VI: Mechanism and Strategies of Social Work Practice (6 LH)**

Human Rights perspective in social work practice: ethnic sensitive practice, feminist practice, social work with diverse groups.

Laws and social advocacy.

Human rights activism and civil society initiative in Nepal

**Prescribed Text**

Constitution of Nepal 2046, 2063 Interim

Labor Act 2048

Labor rules 2050

Social Reform Act

Senior citizen Act 2063

Nepal Labor Policy

Reichert, E. (2003). *Social Work and Human Rights*. Jaipur and New Delhi: Rawat Publication.

Freeman, M. (2002) & (2003). *Human Rights: An Interdisciplinary Approach, 2<sup>nd</sup> edn*. India: Cambridge Policy Press.

Kohli, A.S. (ed). (2004). *Human Rights and Social Work: Issues, Challenges and response*. New Delhi: Kanishka Publishers.

Naseema, C. (2002). *Human Rights Education: Conceptual and Pedagogical aspects*. New Delhi: Kanishka Publishing House.

Conroyer, B. (1996). *The Social Work Skills Workbook*. California: Brooks/Cole Publishing Com.

Chandra, A. (2000). *Human Rights Activism and Role of NGO's*. New Delhi: Rajat Publications.

Specht, H. (1988). *New Direction for Social Work Practice*. New Delhi: Prentice Hall of India Pvt. Ltd.

## Social Work Research Methods

SW 524

Paper: 13

CH: 3

LH: 48

### *Description of Course*

This course is design to understand basic tools of social work research. Students enhance understanding about qualitative and quantitative research design, data collection, management, and analysis in view of social research. It also provide basic statistical techniques used in social work research. The purpose of the course is to prepare students to understand the importance of social work research in the process of their development as professional social workers. Student will develop critical analysis of knowledge about using empirical evidence to guide the professional practice, evaluate their practice, and evaluate social service program, policy, and fundamental statistics.

### *Objectives*

1. To enhance understanding of the students on social work research concept, design, sampling, measurement and data collection, including single subject design, in order to begin to develop their own knowledge for social work practice.
2. Articulate the principles of ethical social work research and its practice in organizational and political environment.
3. Connect social work theoretical and conceptual frameworks to the formulation of sound research questions.
4. Familiarize students with the nature of social science research and its application in the study of social phenomena.
5. Help students learn the research process and develop abilities to prepare research design.
6. Learn the process of Data collection, organization, analysis, presentation, and report writing.

### *Course Content*

#### **Unit I: Research Method**

**(10 LH)**

Introduction of social work research, meaning, importance, nature, types of research, philosophy of social work research, ethics in social work research, principle for doing ethical research, ethical conflict and Dilemmas.

**Social work Research theory and Practice:** Nature of knowledge, different ways of knowing, methodological approaches to gaining new knowledge-qualitative and quantitative and the concept of evidence based practice.

#### **Unit II: Research Process**

**(10 LH)**

**Problem formulation and conceptualization in social work research:** Concept of research problems, techniques involved in defining a problems.



## **Literature Review**

**Hypothesis:** Concept, meaning and process of formulation, hypothesis testing.

**Measurement:** Operationalization and measurement in social work Research (Operational definition, level of measurement, instrument development, reliability and validity, development of qualitative interviews schedule, measurement of qualitative data.

## **Unit III: Research Methodology**

**(30 LH)**

**Research method:** Social survey, statistical methods, experimental methods, historical methods, case study, life history.

**Research design:** Concept, meaning definition of research design, types of research design (descriptive and diagnostic, formularize and explorative, explanatory, experimental, quasi-experimental, and pre-experimental), evidence based (EBP).

**Single case research design:** Logic of single case research designs, type of single case evaluation designs, strengths and weakness of single case designs.

**Evaluation of own practice:** goal of practice evaluation, process outcome evaluation.

**Program evaluation:** Introduction to programme evaluation, setting goals in programme evaluation, use of programme evaluation.

**Sampling framework:** Concept of universe, logic of sampling, types of sampling, and techniques of sampling.

**Data Collection and analysis process in social work Research:** Qualitative data collection methods: Observation, Case study and Focus Group discussion, Panel discussion, PRA, check list for interview, group discussion, texts and document analysis, geno-gram, eco-map, Ethnographic archive (dairies, audio, video and physical materials) and Triangulation of data.

## **Unit IV: Data Processing and Analysis**

**(16 LH)**

**Quantitative Data Processing:** editing, coding, classification, Narrative analysis, Variable analysis, inferential statistics, Content analysis. Data organization and presentation-tabular and graphical, Data interpretation and analysis, and reports writing.

**Qualitative measurement:** Methods: illustrative, analytical comparison, domain analysis, successive approximation, ideal types. Description of notes, Transcription of audio records, Preparation of verbatim, Conversation analysis, Discourse analysis, Documentary and document analysis and Negative evidence, limitation by omission. Contents analysis and thematic narrative preparation.

**Scaling:** Purpose of measurement, weighting, missing data, rate and standardization, social indicators. Commonly sued scales, factors analysis, Q.sort analysis, cluster analysis, logical scaling.

**Issues of Internal validity/Trustworthiness in social work research:** Treat to internal validity in qualitative methods, credibility, transferability, auditability, and conformability in qualitative methods and report-writing.

**Unit V: Statistics**

**(8 LH)**

Statistics- concept, definition, functions and limitations- Descriptive statistics – measures of central tendency (mean, median, mode), Measures of dispersion (range, mean deviation, standard deviation coefficient of variation).

**Unit VI: Political and Ethical Dimensions of Social Work Research**

**(6 LH)**

Ethic in social work research

Cross cutting issues in research: gender, culture and ethnicity

Political and social work research

**Prescribed Text**

Allen, R. & Earl R. B. (2010). *Methodology for Social Work Research*. India: Cengage Learning India, Pvt. Ltd.

Bernard, H. R. (1994). *Research Methods in Anthropology Qualitative and Quantitative Approaches*. New Delhi: Sage Publication.

Kumar, R. (2006). *Research Methodology*, 2<sup>nd</sup> edn. New Delhi: Pearson Education.

Lomex, R.G. (2007). *An Introduction to Statistical Concept*, 2<sup>nd</sup> edn. United State: Psychology Press, Tylor & Francis group.

Neuman, W.L. (2008). *Social Research Methods: Qualitative and Quantitative Approach*, 6<sup>th</sup> edn. Ch.6, 7 & 8. New Delhi: Dorling Kinsley (India) Pvt. Ltd.

Ramachandram, P. (1990). *Issues in Social Work Research in India*. Bombay: TISS.

Royse, D. (1999). *Research Method in Social Work*, 3<sup>rd</sup> edn. Chicago: Nelson Hall.

Allen, R. & Earl R.B. (2005). *Research Methods for Social Work*, 5<sup>th</sup> edn. Peacific Grove, CA: Brooks/Cole./

Seale,C., Gobo, G., Gubrium, J. & Silverman, D. (2004). *Qualitative Research practice*. London: Sage Publication.

Shaw, I. & Gould, N. (2001). *Qualitative Research in Social Work*. London: SAGE Publication.

Shaw, I. (2003). Ethics in Qualitative Research and Evaluation. *Journal of Social Work*, 3(1):9-29.

Lawrance Neuman, W. (2008). *Social Research Methods, qualitative and quantitative Approach*, 6<sup>th</sup> edn. Delhi: University of Wisconsin at white water, Darling Kindersley (India) Pvt. Ltd.

Wilkinson & Bhandarkar. (1992). *Methods and Techniques of Social Research*, 9<sup>th</sup> rev. edn. New Delhi: Himalayan Publishing House.

**Recommended Readings:**

Kenneth, D. B. (1994). *Methods of Social Research*, New York: Free Press.

Black, J.A. & Champion, D.J. (1976). *Methods and Issues in Social Research*. New York: John Wiley and Son. Ch.6.

Boudon, R. (1974). *The Logic of Sociological Explanation*. Harmondsworth: Penguin, Ch.2& 3.

Burns, R.B. (2000). *Introduction to Research Methods*. New Delhi: Sage Publications.

Gaur, A.S.& Gaur, S.S. (2006). *Statistical Methods for Practice and Research*. New Delhi: Response Books.

Good, William, J. (1973). *Methods of Sociological Work Research*. McGraw Hill Book Company.

Gupta, S.P. (2002). *Statistical Methods*, 31<sup>st</sup> revised edn. Sultan Chand & Sons, New Delhi.

Kothari, C.R. (2004 2<sup>nd</sup> eds. reprint). *Research Methodology: Methods & Techniques*. New Delhi: New Age International.

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*, 2<sup>nd</sup> edn. New Delhi: New Age International Pvt. Ltd.

Laldas, D.K., (2005). *Design of Social Research*, New Delhi: Rawat Publication.

Muller, J.F.& Schuessler, K.F. (1961). *Statistical Reasoning in Sociology*, 3<sup>rd</sup> edn. Boston, USA: Houghton Mifflin.

Pauline, V.Y., (1984). *Scientific Social Survey and Research*. New Delhi: Prentice Hall of India Private Limited.

Rosenberg, N. (1968). *Logic of Survey Analysis*, New York: Basic Books.

Allen, R.& Earl, B. (2005). *Research Methods for Social Work*, 5<sup>th</sup> edn. United States: Wadsworth, West. Brooks/Cole and Schirmer.

Stouffer, S.A. et al. (1949). *The American Soldier*, Princeton: Princeton University Press, (Vol.1).

## **Field Work/Learning Lab and Block Placement**

**SW 525**

**CH: 3**

Students have to complete field practice in their specialization related field or setting by focusing their practice on application of skills and knowledge, and analysis of policies, programme relevant to their specializations. The students have to concentrate their field work practice in human service settings relevant to their specialization, participate in training, and collect information, evaluate existing systems, policy and programme, share with concerned service providing institutions, staff, and policy making authority, prepare report, and organize seminars, workshop, and conferences.

The student's field work practice will be evaluated based on the set indicators as: Learning and Growth, Behavior in the Organization, Conceptualizing Practice, Clinical Relationship, Assessment and Interventions, and Professional Communication. The students have to maintain social work values, ethics and principles.

## FOURTH SEMESTER

<b>Paper</b>	<b>Course Code No.</b>	<b>Title of Course</b>	<b>Credit hours</b>	<b>Remarks</b>
14	SW 531-A	Psychosocial Interventions and Referral	3	<b><u>Specialization</u></b> (Select one as per specialization group)
	SW 531-B	Geriatric Social Work		
	SW 531-C	Social Work Practice with Early Childhood		
15	SW 532-A	Community Mental Health	3	<b><u>Specialization</u></b> (Select one as per specialization group)
	SW 532-B	Social Policies and Services for Aging Society		
	SW 532-C	Social Work Practice with Late Childhood		
16	SW 533-A	Policy, Legislation and Human Rights in Mental Health	3	<b><u>Specialization</u></b> (Select one as per specialization group)
	SW 533-B	Development of Programmes and Services for Aging Society		
	SW 533-C	Social Work Practices with Adolescent		
17	SW 534	Research Thesis	6	Core
		Total	<b>15</b>	

**Psychosocial Interventions and Referral**  
**(Elective: Select one as per specialization Group)**

SW 531 A

Paper: 14

CH: 3

LH: 48

***Course Description***

This course is designed to equip students with basic knowledge and skills on psychosocial intervention and referral. The students practice through trainings, seminars, workshops and role play. The students integrate the outcomes to develop relevant model, policy and program to meet the needs of the communities.

***Course Objective***

1. To provide appropriate knowledge on existing practices of psychosocial interventions and referral.
2. To equip student with relevant and sufficient skills in psychosocial interventions.
3. To enhance critical thinking ability of the students on adopting, adapting and developing appropriate strategies, tools, techniques, models, policy and programme for psychosocial interventions.

***Course Contents***

**Module I: Psychosocial Support**

**(6 LH)**

Concept, theory, and principles of psychosocial support

Problems solving training, community awareness, promotion, individual skills, knowledge, strengths, community resources. Promoting traditional healing and traditional practice.

**Unit II: Communication skills**

**(5 LH)**

Introduction, process, evaluation

**Unit III: Emotional support**

**(5 LH)**

Introduction, process, evaluation

**Unit IV: Psycho education**

**(5 LH)**

Introduction, process, evaluation

**Unit V: Crisis intervention**

**(8 LH)**

Introduction, process, evaluation

**Unit VI: Emergency support**

**(6 LH)**

Introduction, process, evaluation.

(Module II, III, IV, V, VI are intensive training based modules, intensive training are to be provided covering relevant issues and contemporary best practices along with their strengths and limitations).

**Unit VII: Primary mental health care (7 LH)**

Primary care for mental health within a pyramid of health care (WHO pyramid), reason for integrating mental health in to primary care, primary care for mental care in practice.

**Unit VIII: Referral (6 LH)**

Review of best practices, available systems, and develop appropriate system through sharing with concerned authorities, institutions and propose suitable model, policy and program.

**Prescribed Texts**

Elder, A. and Holmes, J. (2002). *Mental Health in Primary Care: A new approach*. New York: Oxford University Press.

Patel, V. (2003). *Where there is no psychiatrist: A mental health care manual*. United Kingdom: Royal College of Psychiatrists.

Save the Children Norway and CIVICT. (2008). *Integrating Psychosocial & Mental Health Care in Primary Health Care System: Need Assessment*. CIVICT, Nepal.

World Health Organization and World Organization of Family Doctors (Wonca) (2008). *Integrating mental health into primary care: A global perspective*.

**Recommended Readings**

Subba, S. (2007). *Socio-cultural construction of disease and illness*.

Subba, S. (2003). *Perception of Diseases and Illness among Health-Providers and Health- Seekers in Jajarkot District, Nepal*. Unpublished Ph.D. Diss. Copenhagen University.

**Geriatric Social Work (Bio-psychosocial Issues)**  
**(Elective: Select one as per specialization Group)**

**SW 531 B**

**Paper: 14**

**CH: 3**

**LH: 48**

**Detailed Course to be developed**



**Social Work Practice in Early Childhood**  
**(Elective: Select one as per specialization Group)**

**SW 531 C**

**Paper: 14**

**CH: 3**

**LH: 48**

**Detailed Course to be developed**

## Community Mental Health

SW 532 A

Paper: 15

CH: 3

LH: 48

### *Course description*

This course is designed to create knowledge and skills of the students on primary prevention and tertiary prevention and rehabilitation of clients.

### *Course Objective*

1. To improve the quality of the people with psychosocial disabilities by early identification, referral to affordable treatment, and improvement of social integration and livelihood security.
2. To reduce the incidence of preventable mental disorders.
3. To empower and rehabilitate people with psychosocial disability, facilitate their participation in the development of the community and emphasize the role of positive mental health.

### *Course Content*

#### **Unit I: Introduction to Prevention in Mental Health (5 LH)**

Concept, principles, types of prevention, current practices in prevention global and in Nepalese context.

#### **Unit II: Identifying and Understanding risk factors and protective Factors (5 LH)**

Definition, types of risk factors, and protective factors.

#### **Unit III: Prevention of Specific Disorders (10 LH)**

Mood disorders, anxiety, disorders, schizophrenia and other psychotic disorders.

Substance abuse and behavior problems.

#### **Unit IV: Alternative Practices in prevention (7 LH)**

Complementary and alternative practices in prevention: Ayurved, Naturopathy,

Acupuncture/acupressure, Yoga, and traditional healing practices.

#### **Unit VI: Psychiatric Rehabilitation (12 LH)**

Concept, history, field of Psychiatric rehabilitation, the person in needs of Psychiatric rehabilitation, distinction between treatments, rehabilitation, and other service intervention. The needs for Psychiatric rehabilitation approach and Cultural competence in Psychiatric rehabilitation.

## **Unit VII: Philosophy and Process of Psychiatric Rehabilitation**

**(9 LH)**

Ethics, values, principles, and models of rehabilitations, rehabilitation process, service system, plan and interventions, personnel: Professional involvement.

### **Prescribed Text**

Foster, A.& Vega Zagier, R. (2005). *Managing Mental health in the Community: Chaos and Containment*. London and New York: Routledge Taylor and Francis Group.

Catherine, N. Dulmus & Lisa, A. Rapp-Paglicci (ed.) (2005). *Hand Book of Preventive Interventions of Adults*. New Jersey and Canada: WILEY John Wiley & Sons, Inc.

Orford, J. (2008). *Community Psychology Challenges, Controversies and Emerging Consensus*. New York: John Wiley & Sons. Ltd.

Rosenberg, J. & Rosenberg, S. (2006). *Community Mental Health: Challenges for the 21<sup>st</sup> Century*. London and New York: Routledge Taylor and Francis Group.

Stephen, M. R. & Black, B.L. (2002). *Advocacy and Empowerment Mental Healing Care in the Community*. London and New York: Taylor and Francis Group.

**Social Policies and Services for Aging Society**  
**(Elective: Select one as per specialization Group)**

**SW 532 B**

**Paper: 15**

**CH: 3**

**LH: 48**

**Detailed Course to be developed**

**Social Work Practice with Late Childhood**  
**(Elective: Select one as per specialization Group)**

**SW 532 C**

**Paper: 15**

**CH: 3**

**LH: 48**

**Detailed Course to be developed**

## **Policy, Legislation and Human Rights in Mental Health**

**(Elective: Select one as per specialization Group)**

**SW 533 A**

**Paper: 16**

**CH: 3**

**LH: 48**

### ***Course Description***

This course is designed to equip students on global and local issues on mental health, policy, program and human rights as described by world health Organization and Ministry of Health and Population Government of Nepal.

### ***Objective of Course***

1. To provide students detailed knowledge on global and local mental health issues, problems, and opportunities.
2. To prepare students to advocate on issues related to mental health, legislation, empowerment, and human rights.
3. To enable students to be involved in policy making process, policy design programme development, evaluate program, policy and conduct research in current mental health issues.

### ***Course Contents***

#### **Unit I: Mental Health Policy and Practice**

**(7 LH)**

Concept, major issues, and practice. Existing problems in mental health, current trends in policy and program in mental health.

#### **Unit II: Local and Global Issues in Mental Health**

**(8 LH)**

Strengths and weakness of the Mental health System in Nepal in Policy, strategy, programme, and institutional settings. WHO guidelines. mental health Policy in Nepal.

#### **Unit III: Mental health Legislation**

**(10 LH)**

Necessity of mental health legislation approaches to mental health legislation, preliminary activities for formulation of legislation, key component of mental health legislation, during process, adoption of legislation, implementation and monitoring.

#### **Unit IV: Human Rights and Mental health**

**(10 LH)**

promoting the rights of people with mental disabilities, UN principles for the protection of person with mental illness, and improved of mental health care (adopted by general assembly resolution 46.19 of 17 December 1991).

## **Unit V: Advocacy and Empowerment**

**(13 LH)**

Concept, theories, principles, techniques, and tool of advocacy. Strategy for advocacy, types of advocacy.

Application of problems definition and practice principles to different areas of Practice. Case management, day programme, legal advocacy and organizing, programme evaluation and community organization.

### **Prescribed Text**

[mhl.org.np/wp-content/uploads/2012/02/Final-draft-Mhl-2068-pdf](http://mhl.org.np/wp-content/uploads/2012/02/Final-draft-Mhl-2068-pdf)

World Health Organization (2003). *Mental health policy and service Guide Package: Mental Health legislation and Human Rights*.

World Health organization (2005b). *World Health Organization Assessment Instrument for Mental Health Systems (WHO-AIMS 2.2)*. Geneva; World Health Organization.

World Health Organization (2005c). *Mental health policy and service guidance packages: Mental health policy, plans and programmes (update)*. Geneva: World Health Organization.

World Health organization (2005d). *Mental policy and service guidance package: Improving access and use of psychotropic medicine*. Geneva: World Health Organization.

World Health organization (2005e). *Mental health policy and service guidance package: Mental health information system*. Geneva: World Health Organization;

World Health organization (2005f). *Mental health policy and service guidance package: Human resources and training in mental health*. Geneva; World Health organization.

**Development of Programs and Services for an Aging Society**  
**(Elective: Select one as per specialization Group)**

**SW 533 B**

**Paper: 16**

**CH: 3**

**LH: 48**

**Detailed Course to be developed**



**Social Work Practice with Adolescent**  
**(Elective: Select one as per specialization Group)**

**SW 533 C**

**Paper: 16**

**CH: 3**

**LH: 48**

**Detailed Course to be developed**

## **Thesis**

**(Elective: Select one as per specialization Group)**

**SW 534**

**Paper: 17**

**CH: 6**

Student can chose subject matter as per their concentration for research such as mental health related social issues, problems, policy and practice, existing practices and programme evaluation etc.

